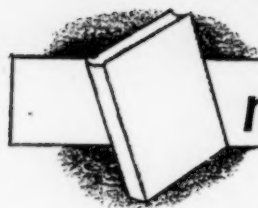


# THE AMERICAN PSYCHOLOGIST

NUMBER

THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.



## new book announcements

McGRAW-HILL BOOK COMPANY

### DEVELOPMENTAL PSYCHOLOGY

By ELIZABETH B. HURLOCK, University of Pennsylvania. *McGraw-Hill Publications in Psychology.* 556 pages, \$6.00

With important stress upon each level of development as foundation for the next, this text covers the life span from conception to death with emphasis on outstanding characteristics in each major life period. Close correlation between mental and physical growth, and methods of change in interests, attitudes, and behavior are discussed. Included also is a review of major experimental studies.

### THE EDUCATION OF EXCEPTIONAL CHILDREN. New 2nd Edition

By ARCH O. HECK, Ohio State University. *McGraw-Hill Series in Education.* 513 pages, \$6.00

Here is a thorough revision of this outstanding text, rewritten, brought statistically to date, and including all progress in theory, practice, programs, and equipment. It covers the education of socially, physically, and mentally exceptional children—gifted as well as handicapped, and deals primarily with such problems as discovery, prevention, and special needs for educating such children.

### THE STUDENT PERSONNEL PROGRAM

By MAURICE D. WOOLF, Kansas State College, and MRS. JEANNE A. WOOLF. 416 pages, \$5.00

This excellent text presents a comprehensive program of student personnel work in high school and college. Characterized by a consistent student-centered philosophy, it combines breadth and richness of theory with practical, everyday problems. Strong emphasis is placed on personnel, particularly group work, *skills*.

### PRACTICAL GUIDANCE METHODS

By ROBERT H. KNAPP, University of South Dakota. 320 pages, \$4.25

A basic text covering elementary and secondary school guidance. The text treats techniques of studying individual pupils, methods for individual and group guidance (including vocational), health programs—physical and mental, techniques on grouping and guiding continuous growth, and guidance needs of *special* groups of children.

### DEVELOPMENTAL GUIDANCE IN SECONDARY SCHOOL

By WILSON LITTLE, Sacramento State College; and A. L. CHAPMAN, University of Texas. 330 pages, \$4.50

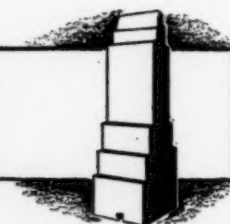
Presenting a practical approach to guidance from present and prospective teachers, this text concentrates upon an understanding of the pupils' problems in a readable, theoretically sound treatment. Problems proved, by long term investigation, most important to secondary school youths are first established, then explained psychologically and socially. Finally, suggested procedures are offered by which guidance services may be harmonized with pupils' needs.

*Send for copies on approval*

McGRAW-HILL BOOK COMPANY

330 West 42nd Street

• New York 36, N. Y.



# THE AMERICAN PSYCHOLOGIST

The Professional Journal of the American Psychological Association, Inc.

Volume 8

September, 1953

Number 9

## *In this Issue*

Teaching Psychology in the Small Liberal Arts College. ELEANOR OLMSTEAD MILLER .....	475
Recent Undergraduate Origins of Scholars in the Behavioral Sciences. ROBERT H. KNAPP, JOSEPH J. GREENBAUM, AND MICHAEL WERTHEIMER ...	479
The SSRC and Psychology. M. BREWSTER SMITH .....	484
Government Support of Psychological Research. MARGUERITE L. YOUNG AND JOHN T. WILSON .....	489
Recommendations Concerning Standards for the Unsupervised Practice of Clinical Psychology. DIVISION OF CLINICAL AND ABNORMAL PSYCHOLOGY, COMMITTEE ON PRIVATE PRACTICE .....	494
Proceedings of the Forty-fifth Annual Meeting of the Southern Society for Philosophy and Psychology. OLIVER L. LACEY .....	496
Proceedings of the Thirty-third Annual Meeting of the Western Psychological Association. RICHARD KILBY .....	500
Proceedings of the Twenty-fifth Annual Meeting of the Midwestern Psychological Association. LEE J. CRONBACH .....	505
Proceedings of the Twenty-fourth Annual Meeting of the Eastern Psychological Association. GORHAM LANE .....	514
Proceedings of the Twenty-third Annual Meeting of the Rocky Mountain Branch of the American Psychological Association. LAWRENCE S. ROGERS	522
Comment .....	524
Air Force Clinical Psychology Duty Assignments. VINCENT WALLEN	
Comment on Hoppock's: "What Is the 'Real' Problem?" PETER KAUFMANN AND MELVIN E. ALLERHAND	
Activities for Promoting Better Understanding of the Functions of a Clinical Psychologist in Private Practice. ROSE W. MARKS	
Re A Museum of Psychology. MAX F. MEYER	
College Catalogues and Industrial Psychology. ADAM PORUBEN, JR.	
Across the Secretary's Desk .....	527
A National Manpower Board	
Psychological Notes and News .....	528
Convention Calendar .....	541

*Editor:* Fillmore H. Sanford

*Managing Editor:* Lorraine Bouthilet

*Advisory Editors:* Stuart W. Cook, Lee J. Cronbach, and Arthur W. Melton

THE AMERICAN PSYCHOLOGIST is published monthly by the American Psychological Association, Inc., at Prince and Lemon Streets, Lancaster, Pennsylvania. Subscription: \$8.00, single copy \$1.00. Communications on business matters should be addressed to Publishers, The American Psychologist, Prince and Lemon Streets, Lancaster, Pennsylvania, or the American Psychological Association, Inc., 1333 Sixteenth St. N.W., Washington 6, D. C. Address communications on editorial matters to 1333 Sixteenth St. N.W., Washington 6, D. C.

Entered as second-class matter January 12, 1950 at the Post Office at Lancaster, Pa., under the Act of March 3rd, 1879. Acceptance for mailing at special rate of postage provided for in paragraph (d-2), section 34.40, P. L. and R. of 1948, authorized August 6, 1947.

## OFFICERS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

### President

O. HOBART MOWRER  
University of Illinois  
Urbana, Illinois

### President-elect

E. LOWELL KELLY  
University of Michigan  
Ann Arbor, Michigan

### Past President

LAURANCE F. SHAFFER  
Teachers College, Columbia University  
New York 27, N. Y.

### Recording Secretary

ANNE ANASTASI  
Fordham University  
New York 58, New York

### Treasurer

CARROLL L. SHARTLE  
Human Resources Research Institute  
Maxwell Air Force Base

### Executive Secretary

FILLMORE H. SANFORD  
1333 Sixteenth St. N.W.  
Washington 6, D. C.

### Board of Directors

THE PRESIDENT, THE PRESIDENT-ELECT, THE PAST PRESIDENT  
THE RECORDING SECRETARY, THE TREASURER, THE EXECUTIVE SECRETARY, AND

STUART W. COOK  
LEE J. CRONBACH  
WAYNE DENNIS

PAUL R. FARNSWORTH  
NICHOLAS HOBBS  
ARTHUR W. MELTON

All general communications, inquiries concerning membership, letters concerning dues, subscriptions, and changes of address, announcement of posts, and requests for placement should be directed to:

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.  
1333 Sixteenth Street N.W.  
Washington 6, D. C.

## PUBLICATIONS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

### AMERICAN PSYCHOLOGIST

*Editor:* FILLMORE H. SANFORD, *American Psychological Association*. Contains all official papers of the Association and articles concerning psychology as a profession; monthly.

Subscription: \$8.00 (Foreign \$8.50). Single copies, \$1.00.

### JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY

*Editor:* J. McV. HUNT, *University of Illinois*. Contains original contributions in the field of abnormal and social psychology, reviews, and case reports; quarterly.

Subscription: \$7.00 (Foreign \$7.50). Single copies, \$2.00.

### JOURNAL OF APPLIED PSYCHOLOGY

*Editor:* DONALD G. PATERSON, *University of Minnesota*. Contains material covering applications of psychology to business, industry, and education; bimonthly.

Subscription: \$7.00 (Foreign \$7.50). Single copies, \$1.50.

### JOURNAL OF COMPARATIVE AND PHYSIOLOGICAL PSYCHOLOGY

*Editor:* HARRY F. HARLOW, *University of Wisconsin*. Contains original contributions in the field of comparative and physiological psychology; bimonthly.

Subscription: \$8.00 (Foreign \$8.50). Single copies, \$1.50.

### JOURNAL OF CONSULTING PSYCHOLOGY

*Editor:* LAURANCE F. SHAFFER, *Teachers College, Columbia University*. Contains articles in the field of clinical and consulting psychology, counseling and guidance; bimonthly.

Subscription: \$7.00 (Foreign \$7.50). Single copies, \$1.25.

### JOURNAL OF EXPERIMENTAL PSYCHOLOGY

*Editor:* ARTHUR W. MELTON, *HRRC, Lackland Air Force Base, San Antonio, Texas*. Contains original contribution of an experimental character; monthly.

Subscription: \$15.00 (Foreign \$15.50). Single copies, \$1.50.

### PSYCHOLOGICAL ABSTRACTS

*Editor:* C. M. LOUTTIT, *University of Illinois*. Contains noncritical abstracts of the world's literature in psychology and related subjects; monthly.

Subscription: \$8.00 (Foreign \$8.50). Single copies, \$1.00.

### PSYCHOLOGICAL BULLETIN

*Editor:* WAYNE DENNIS, *Brooklyn College*. Contains critical reviews of psychological literature, methodological articles, book reviews, and discussions of controversial issues; bimonthly.

Subscription: \$8.00 (Foreign \$8.50). Single copies, \$1.50.

### PSYCHOLOGICAL MONOGRAPHS: GENERAL AND APPLIED

*Editor:* HERBERT S. CONRAD, *U. S. Office of Education*. Contains longer researches and laboratory studies which appear as units; published at irregular intervals, about twelve numbers per year.

Subscription: \$7.00 per volume (Foreign \$7.50). Single copies, price varies according to size.

### PSYCHOLOGICAL REVIEW

*Editor:* CARROLL C. PRATT, *Princeton University*. Contains original contributions of a theoretical nature; bimonthly.

Subscription: \$6.50 (Foreign \$7.00). Single copies, \$1.25.



# TEACHING PSYCHOLOGY IN THE SMALL LIBERAL ARTS COLLEGE<sup>1</sup>

ELEANOR OLMSTEAD MILLER

*Illinois College*

WE who teach in the small liberal arts college constitute a "minority group" in the American Psychological Association. We are little known to our university colleagues and more popular clinical associates, but at the same time the influence we may yield for the future of psychology is out of all proportion to our size. Not only do we represent the profession and the subject to large groups of students, but we are almost the sole source of knowledge about psychology to many future citizens and future state legislators, as well as others who might some day help or hinder psychology as a profession. To present some of the surprising and available facts about us to our uninformed associates is one of the purposes of this article. The other objective is to present vocational information to our many younger APA members who may find opportunities here which they have never considered.

The selection of colleges studied was based on the 1952 survey of American universities and colleges (3). Four hundred and nine accredited four-year colleges of arts and sciences, with enrollments under one thousand, are described in this survey. It should be noted that in order to have a homogeneous group we omitted all technical and professional schools, including teachers colleges. Many of these 409 colleges, however, give some teacher-training as part of their liberal arts program, but they do not consider it their major function.

One hundred and eight of these colleges report no department of psychology. Others combine psychology with other subjects as listed in Table 1.

Although psychology combined with another subject into one department may be quite as well taught as in a separate department, more homogeneous data can be secured by considering more intensively only those 177 colleges which have separate

departments of psychology. These colleges are distributed in 40 states in all parts of the country; 23 are in Pennsylvania, 15 in New York, 13 each in Illinois and Ohio, and no more than 7 in any other state.

TABLE 1

PSYCHOLOGY IN 409 COLLEGES OF ARTS AND SCIENCES

Separate department of psychology.....	177
Psychology and education.....	78
Psychology and philosophy.....	18
Psychology and sociology.....	3
Miscellaneous combinations with psychology.....	8
Insufficient data given.....	17
No psychology reported.....	108

For 108 of these 177 colleges comparable data from the 1932 survey (4) are available. All of these colleges have separate departments of psychology now. In 1932 the situation was as indicated in Table 2.

Some progress toward a recognition of psychology in these colleges seems to be evident over this twenty-year period. Some psychologists have furthered this progress and there are many opportunities for such changes elsewhere in the next twenty years.

Going back to the 177 psychology departments of 1952, we then consulted the 1951 Directory of the American Psychological Association (1). Since the survey data are reported for 1951, this gives us comparable data in both sources. Using the geographical index we located all possible APA members in these 177 colleges. That 66 of these 177 colleges, with separate departments of psychology,

TABLE 2

COLLEGES WITH SEPARATE DEPARTMENTS OF PSYCHOLOGY IN 1952 AS THESE DEPARTMENTS WERE REPORTED IN 1932

Separate department of psychology.....	34
Psychology and education.....	18
Psychology and philosophy.....	17
Miscellaneous combinations with psychology.....	1
Insufficient data.....	4
No psychology reported.....	34

<sup>1</sup> The investigation for this article was stimulated by the author's membership on the Committee on Undergraduate Education of the APA Education and Training Board, but the author is solely responsible for opinions expressed in the article.

seem to have no instructor who belongs to the APA may seem insignificant among colleges and universities in general. But considering the fact that many of the colleges report enrollments well above 600, one wonders what contact these large groups of students have with the APA. Few of the colleges indicate special conditions—religious, etc.—which might suggest an explanation. Either the instructors in these departments are not qualified for APA membership or not interested.

Four colleges of the 177 report psychology staffs of five or more and all are engaged in special projects and hence are excluded from our further data.

We now have a group of 107 colleges in which APA members are teaching psychology. These colleges are located in 37 states, well distributed over the country. Ten are in New York, 10 in Pennsylvania, 8 in Illinois, 7 in Ohio, 6 in Iowa, and no more than 5 in any other state. In 58 of these colleges there is one APA member; in 28 there are two members; in 14, three members; and in 7 colleges there are four APA members, making a total of 184 APA members teaching in these 107 colleges. Of course, the colleges may have additional psychology teachers who are not APA members.

Fifty-seven of these colleges are coeducational; 39 are women's colleges; 11 are for men. Their enrollments are indicated in Table 3.

These colleges, therefore, vary widely in size and are well distributed over the United States. What are the characteristics of the 184 APA members teaching in them? Incomplete directory data are given for 36 of these. Of the remaining 148, some interesting information can be presented. Only 47 of the 148 are women and 33 of them are teaching in women's colleges.

Of these 148, 103 have the PhD degree, 5 an

EdD, 1 a BD, 3 an MS, 2 a BA, and 34 an MA degree. These degrees were obtained from widely diversified universities and colleges. The 103 PhD degrees were obtained from 40 different American universities and 5 different European universities. Columbia granted 8, Iowa 7, and no other university more than 4.

Certain dates are important for these 148 teachers, as indicated in Table 4.

TABLE 4  
IMPORTANT DATES FOR 148 COLLEGE TEACHERS  
OF PSYCHOLOGY

Years	Year of Birth	Year of Highest Degree	Year Obtaining Present Position	Associate Membership in APA*	Fellowship in APA
1870-79	1	—	—	—	—
1880-89	14	—	—	—	—
1890-99	32	—	—	—	—
1900-09	29	—	—	—	—
1910-19	39	7	2	1	1
1920-29	29	21	17	5	4
1930-39	—	37	14	35	2
1940-49	—	62	82	77	21
1950-51	—	21	32	24	5
Not given	4	—	1	—	—

\* Six members never had Associate status.

Although ages are quite well distributed from 30-60, the peak of academic activity, regardless of age, seems to have occurred in the decade of the 40's.

Did these 148 college teachers of psychology attend small colleges in their undergraduate years? Such an experience might explain their present interest or success in fitting into the life of a small campus. We find, however, that only about half of them received the first degree from a small college. The others had only university experience.

As indication of their professional interests, we can present data regarding APA divisional affiliation. Some of the 148 belong to more than one division; many belong to none at all. General psychology is the greatest interest, with teaching and counseling second, as indicated in Table 5.

As indicated by the scatter of divisional affiliation, these teachers have other professional interests besides teaching. Moreover, they do not show an overwhelming interest in Division 2!

In many cases the other-than-classroom activities have been indicated by the teachers in the APA

TABLE 3

1951 ENROLLMENTS OF THE 107 COLLEGES IN WHICH  
APA MEMBERS ARE TEACHING

100-199	1
200-299	7
300-399	18
400-499	17
500-599	14
600-699	21
700-799	6
800-899	16
900-999	7

Directory. The evidence is not complete, for it is certain that others besides those who indicated them are concerned in these various activities. The largest single interest seems to be in "counseling" as indicated by 20 individuals. In several cases, it is doubtful if these people even do any teaching, for counseling can well be a full-time campus job. Twelve of the group are college deans and one a college president. Other part-time administrative positions are indicated. A third common activity is connected with the college examining or testing service. A few indicate consultation work in their communities, with hospitals, industries, and even in private practice. Small college connections seem to offer, and perhaps too often demand, other kinds of work besides classroom instruction.

TABLE 5

APA DIVISION AFFILIATIONS OF 148 COLLEGE TEACHERS

Division No.	N
1.....	24
2.....	17
3.....	10
5.....	10
7.....	14
8.....	12
9.....	10
10.....	4
12.....	10
13.....	—
14.....	3
15.....	9
16.....	2
17.....	17
18.....	1
19.....	2
20.....	4

Five of the group are Diplomates in Counseling, five in Clinical, and two in Industrial fields.

A big question deals with research. What evidence do we have regarding the amount and kind done by this group? Consulting the *Psychological Abstracts* for 1950, 1951, and 1952, we find nearly 70 references to material published by about half that number of our group. The articles abstracted appeared in many of the usual journals: *Journal of Experimental Psychology*, *Journal of Applied Psychology*, *Journal of Social Psychology*, *American Psychologist*, *Psychological Bulletin*, *Journal of Projective Techniques*, etc. Some articles appeared in such applied fields as *Occupations*, *Personnel Psychology*, *Journal of Higher Education*, etc. There were books, textbooks, parts of books, and

monographs. Only a few references were to theses. All in all, some of the small college personnel seem to show up well in research! Whether they experienced the difficulties Claude Buxton pointed out in his recent address and article (2) we cannot tell, but the evidence shows that it can be done, at least by a few.

It is probable that we could do much more research if we proceeded along different lines than are indicated by most of this reported research. Except for the articles in the applied fields, we seem in general to attempt the same kind of experimental approach that the university researcher does and perhaps does better. If we made more use of the "phenomenological approach" (6), we might find that the greater intimacies of the small college campus would give us opportunities not easily available on a larger campus. Perhaps some enterprising leaders who could organize cooperative research throughout many colleges could help to find evidence on psychological problems thus far ignored or untouched.

What is taught in these small colleges has been discovered only in part. The survey by Fillmore Sanford and Edwin Fleishman (5) included a sampling of these colleges as well as other kinds of institutions. The Cornell Report (7) makes valuable suggestions for small college curricula, but so far we do not know what the college teachers think of it, nor even if they have read it!

Certain assumptions on the basis of our data can be made. Whatever is taught in the psychology departments of these colleges is usually taught by one or two instructors. It is evident, therefore, that the small college teacher of psychology is somewhat like the general practitioner in medicine. Whatever may be the criticisms leveled against us, narrow specialization in subject matter cannot be one of them. Another situation is obvious. Having no colleagues, or at least only one or two, in the psychology department, we find our professional companionship with faculty members in other fields. In the long run this is probably good, for we learn perforce to relate our subject to other disciplines. At the same time we need, far more than do our university brethren, the frequent stimulation which comes from meeting and talking with others in our own field from other institutions. We probably need workshops and seminars which, of course, we should organize for ourselves, although we seldom do.

This same professional situation may also have

its advantages. Our independence gives us the opportunity of building up a department or laboratory, which has already been done in the universities. The real pioneers in the teaching of psychology can have a free hand in most small colleges, within the framework of that institution. Any instructor, coming to a college for the first time, would do well to study not only the history of the institution, but also the history of the psychology department. For it is upon this history that he must build for the future.

But who better than a psychologist should know how to start with what he finds and lead on as far as possible? Who better than a psychologist should be able to bring about the desirable changes? Helen Wolfle, in her most revealing article regarding placement activities, told us in 1950 that one of the "vacancies of a recurring type, for which it is difficult to find enough candidates" includes "Experimental psychologists, to teach the introductory course, the experimental laboratory and other assorted courses; with PhD, usually men. . . . It is frequently most difficult to find men who will fit in well with the other faculty members of denominational colleges" (8, p. 200).

The 148 teachers of our group have apparently overcome these difficulties and some of them are teaching in colleges which might be classed as denominational. How they have done it; what, if any, concessions they make within the framework of the college; what advantages and disadvantages they have experienced within this framework, we know only through scattered conversations among individuals. Much information of value might be available if those conversations had been recorded.

It seems almost certain that the situation in these colleges is different today from what it was even twenty-five years ago. Most of the colleges went through a long period when psychology was really "mental philosophy." Some colleges, not on our special list, are probably still in this period. In only a few colleges was this period succeeded by the experimental development most commonly found in the history of university departments. It was more likely to have been succeeded by a period when

psychology really served some other department, such as education, in its applied aspects. Many departments are still in this stage. If psychology is to emerge in these colleges as a separate department in its own right; if it is to demonstrate the value of learning for its own sake as well as for the alleged "applied" value; if it is to utilize and teach the experimental and possibly the clinical techniques, the services of an academic pioneer are required.

And the return for this pioneer work? Not at all commensurate with the time and energy required! Like most pioneer work, the work itself must give some of the satisfaction of the job. At the present time the situation is especially unfortunate because of the current enrollment and military problems of the small colleges. But that situation is transitory. When the next influx of students comes into the colleges, as is anticipated within a few years, we all hope they will find an increasing number of enthusiastic teachers of psychology to pass on the knowledge and understanding of their subject and to stimulate wider interest and encouragement for the profession as a whole.

#### REFERENCES

1. American Psychological Association. 1951 Directory. Washington, D. C.: American Psychological Association, 1951.
2. BUXTON, C. E. Teaching: Have your cake and eat it too? *Amer. Psychologist*, 1951, 6, 111-118.
3. IRWIN, MARY. (Ed.) *American Colleges and Universities*. (6th Ed.) Washington, D. C.: American Council on Education, 1952.
4. MACCRACKEN, J. H. (Ed.) *American Colleges and Universities*. (2nd Ed.) Washington, D. C.: American Council on Education, 1932.
5. SANFORD, F. H., & FLEISHMAN, E. A. A survey of undergraduate psychology courses in American colleges and universities. *Amer. Psychologist*, 1950, 5, 33-37.
6. SNYGG, D., & COMBS, A. W. *Individual behavior: A new frame of reference for psychology*. New York: Harper, 1949.
7. WOLFLE, D., et al. *Improving undergraduate instruction in psychology*. New York: Macmillan, 1952.
8. WOLFLE, HELEN. Personnel placement activities of the APA. *Amer. Psychologist*, 1950, 5, 197-204.

*Manuscript received April 6, 1953*



# RECENT UNDERGRADUATE ORIGINS OF SCHOLARS IN THE BEHAVIORAL SCIENCES

ROBERT H. KNAPP, JOSEPH J. GREENBAUM, AND MICHAEL WERTHEIMER

*Wesleyan University*

A REPORT on the recent undergraduate origins of scholars, *The Younger American Scholar*, by the two senior authors, was published this year by the University of Chicago Press. Its five main findings were that institutions differed in the quantity of scholars produced per unit time and in the efficiency of the production of scholars, and that productivity was significantly related to the geographical location of the institution, the type of institution, and the cost of attendance. The present paper is the result of a similar analysis of that portion of the data of the major study which applied to scholars in the behavioral sciences of psychology, anthropology, and sociology. The question we are trying to answer with respect to undergraduate institutions is, where do behavioral scientists come from?

In the present investigation, the method was the same as in the previous one. The earlier study, sponsored by the Fund for the Advancement of Education, sought first to compile a roster of persons who received their bachelor degrees between 1946 and 1951 and who showed promise of achievement, and second to analyze the achievements of over five hundred colleges and universities. Four broad categories of distinctions were chosen as criteria for inclusion in the roster. (a) Individuals who, from 1948 to 1951, received doctorates from the 25 largest graduate schools of the nation. (These 25 institutions produced about 75 per cent of all PhD's from 1948 to 1951.) (b) Individuals receiving fellowships of \$400 or more (or equivalent in tuition) from any one of these 25 institutions. (c) Individuals receiving awards for graduate study between 1946 and 1951 from the government through any of three channels: the Fulbright program, the Atomic Energy Commission, and the U. S. Public Health Service. (d) Individuals receiving grants from nine of the more prominent and active private foundations awarding fellowships between 1946 and 1951. From these four sources

about 25,000 names were brought together for the roster, each individual being identified by name, sex, undergraduate institution, year of graduation, field of graduate study, and nature and year of award. In order to assess contemporary achievement, only those individuals who had received their bachelor degrees since 1946 were retained so that the roster used in the analysis was cut down to about 7,000 names. It should be mentioned at this point that there are many other ways of defining distinction, and that the results to be discussed apply only to the techniques we have used. The same consideration should be kept in mind about our techniques of analysis.

The first step in the major study was the computation of an index of scholastic productivity which could be applied impartially to all institutions, regardless of size. The 7,000 awardees were classified by their undergraduate institutions, and the total number of male and female graduates of each institution was obtained elsewhere. For each of the schools, then, the rate per thousand at which their male and female graduates were numbered among persons in our roster was computed as the index of productivity for that institution. This procedure allowed us to compute indices for 562 of the 820 accredited colleges and universities in the United States. The remaining 258 failed to contribute a single individual to our roster. It is interesting to note that only 51 institutions had male indices of more than ten per thousand, and only twelve yielded female indices exceeding the same amount. The achievements of this top group are particularly noteworthy in comparison with the low productivity of the great bulk of the institutions in our study.

The next step was to order the institutions into four relatively homogeneous samples. These were (a) 139 small privately supported liberal arts colleges, (b) 91 larger universities with full graduate programs, (c) 38 technological institutions, and (d)

54 women's colleges. The residual cases fell essentially into two groups: first, a number whose graduates were so few that reliable indices could not be evolved, which we called the small group; and second, a group of miscellaneous institutions, excluded for one or more reasons from the regular groups, which we called the B group.

Third, each institution was placed in one of five geographical areas: New England, Middle Atlantic, South, Middle West, and Pacific and Mountain. Finally, the institutions were classified in quintiles as far as cost of attendance was concerned.

For the present study, the procedure was the same, except that the roster was cut down once again, to individuals in the behavioral sciences. Eight and one-tenth per cent of all males, or 474 of them, and 15.8 per cent of all females, or 165 of them, constitute this final roster, with the indication that women appear *relatively* to be more frequently attracted to the behavioral sciences than do men.

Table 1 shows that of the more than 500 institutions classified according to the procedure of the earlier study, only 198 institutions, or less than one-quarter of all U. S. accredited colleges and universities, graduated one or more awardees in behavioral science between 1946 and 1951. Over one-third of these institutions fall into the university sample. The comparative mean rate of achievement for the different samples is shown in Table 2 as well as the actual number of such individuals in each sample. It will be seen that the rate per thousand varies from group to group, with the technical schools and B group conspicuously

inferior in yield to the liberal arts and university groups. The women's sample is unusually productive, but the index for the small sample is probably not meaningful, because of the biased selection of this group (only small institutions which had produced at least one awardee were included).

TABLE 2  
NUMBER AND RATE OF PRODUCTION OF BEHAVIORAL  
SCIENTISTS BY THE SIX TYPES OF  
INSTITUTIONS

Sample	No. Male Awards	Male Index	No. Female Awards	Female Index
University	323	.57	72	.47
Liberal arts	64	.54	22	.58
Technical	11	.10	1	
Small	14	.57	16	.73
Women			37	.70
B group	60	.32	16	.18
Totals	472		164	

Recognizing that both total number of individuals produced and the efficiency of their production have faults as assessments of the productivity of an institution, the first because it may conceal exceptional relative achievement in smaller institutions, and the second because it lacks reliability for smaller institutions, we included both pieces of information in Table 2.

Table 3 shows those institutions producing four or more awardees in the behavioral sciences. Of the 198 institutions contributing one or more names to our roster, less than half of them, or 96, contributed more than one, 51 of these being in the university group. It is clear that there is a marked skewing when absolute numbers are considered, the top ten institutions claiming one-third of all the awards considered in this report.

Table 4 presents the same information about the production of psychologists alone. In it are entered the total number of psychologists, both male and female, produced by institutions graduating four or more awardees during the interval studied. Entered also is the rate per thousand index for both males and females.

To return to the production of behavioral scientists in general, Table 5 presents the rate of production per thousand, or efficiency index, for all institutions graduating more than a single male

TABLE 1

INSTITUTIONS IN THE SAMPLE CONTRIBUTING ONE OR MORE  
BEHAVIORAL SCIENTISTS, CLASSIFIED ACCORDING  
TO TYPE OF INSTITUTION

Sample	Institutions		Graduates	
	No. Con- tributing	No. in Sample	Sum Male	Sum Female
University	72	91	564,339	151,393
Liberal arts	45	139	119,112	37,776
Technical	9	39	104,767	
Small	25	110	24,281	22,006
Women	15	53		52,584
B group	32	113	186,810	88,676
Totals	198	545	999,309	352,434

TABLE 3

INSTITUTIONS PRODUCING FOUR OR MORE BEHAVIORAL SCIENTISTS, RANKED ACCORDING TO NUMBER PRODUCED

Institution	Total Awardees	Male Awardees	Female Awardees	Institution	Total Awardees	Male Awardees	Female Awardees
1. Chicago, Univer. of	33	26	7	21. Swarthmore Coll.	8	7	1
2. Yale Univer.	24	24	0	22. Antioch Coll.	6	3	3
3. California, Univer. of	24	17	7	23. Princeton Univer.	6	6	0
4. Wisconsin, Univer. of	23	17	6	24. Boston Univer.	6	5	1
5. Harvard Univer.	22	22	0	25. Purdue Univer.	6	6	0
6. Ohio State Univer.	19	13	6	26. Reed Coll.	5	4	1
7. Minnesota, Univer. of	18	13	5	27. Radcliffe Coll.	5	0	5
8. Iowa, State Univer. of	17	16	1	28. Miami Union Coll.	5	2	3
9. Brooklyn Coll.	16	13	3	29. Cincinnati, Univer. of	5	5	0
10. Michigan, Univer. of	15	8	7	30. Vanderbilt Univer.	5	5	0
11. Columbia Univer.-Barnard Coll.	14	9	5	31. So. California, Univer. of	5	5	0
12. CCNY	13	12	1	32. Texas, Univer. of	5	4	1
13. Northwestern Univer.	13	8	5	33. Wayne Univer.	5	3	2
14. Cornell Univer.	13	7	6	34. Vassar Coll.	4	0	4
15. Illinois, Univer. of	11	7	4	35. Smith Coll.	4	0	4
16. Pennsylvania, Univer. of	10	7	3	36. Buffalo, Univer. of	4	3	1
17. Hunter Coll.	10	0	10	37. Brown Univer.	4	4	0
18. Oberlin Coll.	9	5	4	38. Amherst Coll.	4	4	0
19. New Mexico, Univer. of	9	6	3	39. Rutgers Univer.	4	4	0
20. New York Univer.	9	8	1	40. Stanford Univer.	4	4	0
				41. Temple Univer.	4	4	0

awardee and whose index is 1.0 or greater. Some institutions, having only a single awardee, yield very unreliable indices, and some very small institutions likewise have indices which are unreliable though numerically large; both of these should be accepted with great caution. In this table, as well as in the table showing comparable data for female awardees, Table 6, it will be observed that there is again a very marked skewing, the highest index in each distribution being over nine, while well over 90 per cent of the institutions considered in our study have an index of less than 1.0.

For purposes of generalization, cost of attendance and geographic location were examined in relation to the rate of production of behavioral scientists. Only the university and liberal arts groups were considered, and only the male awardees. Table 7 shows the mean male index for each group, as a function of cost of attendance quintile. It will be noticed that the samples are remarkably similar, and that in both the university and the liberal arts cases the most costly fifth is approximately three times as productive as any of the remaining four fifths. This confirms the very high productivity of the more costly institutions as noted in the earlier study prepared for the Fund for the Advancement of Education, in which the superiority

TABLE 4

INSTITUTIONS PRODUCING FOUR OR MORE PSYCHOLOGISTS, WITH NUMBER PRODUCED AND RATE OF PRODUCTION

Institution	Total Awards	Awardees		Indices	
		Male	Female	Male	Female
1. CCNY	12	11	1	0.8	0.1
2. Harvard Univer.	10	10		1.0	
3. Iowa, State Univer. of	10	10		1.4	
4. California, Univer. of	9	9		0.3	
5. Illinois, Univer. of	9	6	3	0.3	0.6
6. Brooklyn Coll.	8	7	1	1.6	0.2
7. Chicago, Univer. of	8	5	3	1.3	2.1
8. Wisconsin, Univer. of	8	7	1	0.4	0.2
9. Columbia Univer.	7	4	3	0.5	1.2
10. Cornell Univer.	7	4	3	0.6	1.3
11. Minnesota, Univer. of	7	6	1	0.3	0.2
12. Swarthmore Coll.	7	6	1	8.0	2.5
13. New York Univer.	6	5	1	0.3	0.1
14. Purdue Univer.	6	6		0.5	
15. Yale Univer.	6	6		0.8	
16. Northwestern Univer.	5	5		0.6	
17. Brown Univer.	4	4		1.2	
18. Hunter Coll.	4		4		0.6
19. Miami Univer.	4	2	2	1.4	0.6
20. Michigan, Univer. of	4	3	1	0.2	0.2
21. So. California, Univer. of	4	4		0.3	
22. Vanderbilt Univer.	4	4		1.8	

TABLE 5

INSTITUTIONS PRODUCING MORE THAN ONE MALE BEHAVIORAL SCIENTIST PER THOUSAND GRADUATES,  
WITH RATE AND NUMBER OF PRODUCTION

Institution	Sample	Male Index	No. Awards	No. Male Graduates	Institution	Sample	Male Index	No. Awards	No. Male Graduates
1. Swarthmore Coll.	L. A.	9.3	7	752	20. Williams Coll.	L. A.	1.7	3	1692
2. Reed Coll.	L. A.	8.8	4	452	21. Johns Hopkins University	Univer.	1.6	3	1922
3. Drew Univer.	Small	7.5	2	265	22. Beloit Coll.	L. A.	1.6	1	612
4. Chicago, Univer. of	Univer.	6.8	26	3832	23. Howard Univer.	B group	1.4	2	1435
5. Goshen Coll.	Small	6.3	2	315	24. Princeton Univer.	Univer.	1.3	6	4570
6. Antioch Coll.	L. A.	5.9	3	307	25. Wittenberg Coll.	L. A.	1.3	2	1500
7. Oberlin Coll.	L. A.	4.1	5	1230	26. Marietta Coll.	L. A.	1.2	1	847
8. Cal. Inst. Tech.	Tech.	3.2	3	974	27. Tufts Coll.	B group	1.2	3	2590
9. Haverford Coll.	L. A.	3.2	2	632	28. Brown Univer.	Univer.	1.2	4	3442
10. Yale Univer.	Univer.	3.1	24	7735	29. Cincinnati, Univer. of	Univer.	1.2	5	4027
11. Brooklyn Coll.	B group	3.0	13	4345	30. Columbia Univer.	Univer.	1.2	9	7317
12. Amherst Coll.	L. A.	2.5	4	1632	31. Union Coll.	L. A.	1.1	2	1742
13. Vanderbilt Univer.	Univer.	2.3	5	2212	32. Wisconsin, Univer. of	Univer.	1.1	17	15077
14. New Mexico, Univer. of	Univer.	2.3	6	2662	33. Catholic Univer.	Univer.	1.1	2	1762
15. Iowa, State Univer. of	Univer.	2.3	16	6997	34. St. Ambrose Coll.	L. A.	1.0	1	965
16. Kalamazoo Coll.	L. A.	2.2	1	457	35. Bucknell Univer.	L. A.	1.0	2	1985
17. Harvard Univer.	Univer.	2.1	22	10557	36. Pennsylvania, Univer. of	Univer.	1.0	7	7002
18. Wesleyan Univer.	L. A.	2.0	2	1020	37. Cornell Univer.	Univer.	1.0	7	7245
19. Queens Coll.	B group	1.8	2	1095					

TABLE 6

INSTITUTIONS PRODUCING MORE THAN ONE FEMALE BEHAVIORAL SCIENTIST PER THOUSAND GRADUATES,  
WITH RATE AND NUMBER OF PRODUCTION

Institution	Sample	Female Index	No. Awards	No. Female Graduates	Institution	Sample	Female Index	No. Awards	No. Female Graduates
1. Drew Univer.	Small	9.3	1	107	20. Cornell Univer.	Univer.	2.5	6	2372
2. Antioch Coll.	L. A.	7.8	3	507	21. Miami Univer.	B group	2.0	3	1465
3. Loretta Heights Coll.	Small	7.1	2	292	22. Louisville, Univer. of	B group	1.8	1	560
4. Reed Coll.	L. A.	6.4	1	157	23. Michigan, Univer. of	Univer.	1.6	7	4440
5. St. Ambrose Coll.	L. A.	6.2	1	160	24. Hunter Coll.	Women	1.6	10	6250
6. Seton Hill Coll.	Women	6.2	3	480	25. Smith Coll.	Women	1.6	4	2502
7. Rockford Coll.	Small	5.9	2	337	26. Geo. Washington Univer.	Univer.	1.5	2	1372
8. Grinnell Coll.	L. A.	5.4	2	372	27. Pennsylvania, Univer. of	Univer.	1.4	3	2115
9. Kalamazoo Coll.	L. A.	5.3	1	190	28. Tulane Univer.	Univer.	1.3	1	780
10. Radcliffe Coll.	Women	5.1	5	977	29. San Diego State Coll.	B group	1.2	1	785
11. Chicago, Univer. of	Univer.	4.9	7	1440	30. Ohio State Univer.	Univer.	1.2	6	4842
12. Marietta Coll.	L. A.	4.8	1	207	31. Northwestern Univer.	Univer.	1.2	5	4095
13. Oberlin Coll.	L. A.	4.0	4	1002	32. Columbia Univer.- Barnard Coll.	Univer.	1.2	5	4175
14. Florida, Univer. of	Univer.	3.9	3	775	33. Wisconsin, Univer. of	Univer.	1.2	6	5075
15. New Mexico, Univer. of	Univer.	3.4	3	877	34. Buffalo, Univer. of	Univer.	1.1	1	880
16. Bryn Mawr Coll.	Women	3.0	2	665	35. Louisiana State Univer.	Univer.	1.1	2	1765
17. Vassar Coll.	Women	2.7	4	1502	36. Roosevelt Coll.	B group	1.0	1	1025
18. Swarthmore Coll.	L. A.	2.5	1	397	37. Ohio Wesleyan Univer.	L. A.	1.0	1	1040
19. Beloit Coll.	L. A.	2.5	1	407					



of the most costly fifth was clearly evident for all types of scholars. As for geographic location, Table 8 shows that again there is a close correspondence in the regional achievements of both groups, the weighted mean for achievement being relatively low in the South and Mountain and Pacific areas, high in the Middle West and Middle Atlantic areas. Essentially the same relationships were found for scholars in general in the earlier study.

TABLE 7

BEHAVIORAL SCIENCE PRODUCTIVITY INDEX OF INSTITUTIONS  
CLASSIFIED INTO QUINTILES ACCORDING TO  
COST OF ATTENDANCE

Cost Quintile	University Index	Liberal Arts Index
Lowest fifth	0.4	0.3
Medium-low fifth	0.3	0.3
Middle fifth	0.5	0.3
Medium-high fifth	0.5	0.4
Highest fifth	1.3	1.2

TABLE 8

BEHAVIORAL SCIENCE PRODUCTIVITY INDEX OF INSTITUTIONS  
CLASSIFIED INTO FIVE GEOGRAPHICAL LOCATIONS

Location	University Index	Liberal Arts Index
New England	1.4	0.7
Middle West	0.7	0.6
Middle Atlantic	0.5	0.6
Pacific and Mountain	0.4	0.3
South	0.2	0.2

In summary, using the indices of the production of behavioral scientists which we have devised, there are clear differences among institutions with respect to quantity of behavioral scientists produced and the rate of efficiency of their production. The rate of production is highest in the costliest fifth of institutions, and in those in New England, the Middle West, and the Middle Atlantic regions.

*Manuscript received April 14, 1953*

# THE SSRC AND PSYCHOLOGY

M. BREWSTER SMITH

*Social Science Research Council*

THE dual affiliation of psychology with the biological and the social sciences is aptly symbolized by its participation in both the National Research Council and the Social Science Research Council. Stevens (12) has recently described the stake of psychology in the NRC. If, as he assumes, the nature of this stake has been obscure to many psychologists, there is certainly no less obscurity surrounding the relation of psychology to the SSRC. The present account is intended to complement Stevens' article by describing psychology's part in this cooperative organization for the furtherance of research in the social sciences.

As compared with the NRC, the SSRC is a relative newcomer. Its formal existence began in 1923, when under the leadership of the late political scientist, Charles E. Merriam, representatives of the American Political Science Association, American Sociological Association, and American Economic Association agreed upon the framework of a permanent organization. Late in 1923, invitations to membership were extended to the American Statistical Association, the American Psychological Association, and the American Anthropological Association. The APA accepted membership in December, 1924, and the present roster of seven associated societies was completed in 1925 with the affiliation of the American Historical Association.

The Board of Directors of the Council is composed of three directors elected for three-year terms by each of these societies, and eight directors-at-large elected for two-year terms by the board itself. From the beginning of APA participation, the following have represented psychology on the board:

Robert S. Woodworth	1925-28
Robert M. Yerkes	1925-26
Floyd H. Allport	1926-27, 1929-31
Knight Dunlap	1927-29
Henry T. Moore	1928-30
John E. Anderson	1930-32
Mark A. May	1931-33, 1937-39, 1940-42
Carl C. Brigham	1932-34
L. L. Thurstone	1933-35
Gardner Murphy	1934-36
A. T. Poffenberger	1935-37, 1938-40, 1941-43
Gordon W. Allport	1936-38

R. M. Elliott	1939-41, 1942-44
Walter S. Hunter	1943-45
Harold E. Jones	1944-46
Robert R. Sears	1945-47, 1948-50, 1951-53
Willard C. Olson	1946-48
Carl I. Hovland	1947-49
Lyle H. Lanier	1949-51
Otto Klineberg	1950-52
Douglas McGregor	1952-54
Ernest R. Hilgard	1953-55

Sears, McGregor, and Hilgard currently represent the APA. In addition, Donald G. Marquis is a director-at-large.

To speak of directors as "representing" the APA, however, is to falsify a state of affairs that is a substantial though little recognized achievement of the SSRC. The social scientists who have given living continuity to the Council over the years have not functioned as "representatives" of the interests of their particular discipline; there has been a minimum of the log-rolling or pie-cutting that might be expected of a representative body. Psychologists in Council discussions may often not sound at all like psychologists; likewise with their colleagues from other fields. Sometimes the Council has been more active in one field; sometimes in another. The shifting focus of these activities has been guided, however, by concern with concentrating effort at the strategic points at which greatest gains may be anticipated in raising research standards and opening the way to new advances.

That this policy has acquired the standing of established tradition is to the credit of the statesmanship of the directors and staff during the Council's formative years. It has also been given institutional recognition in the structure of the Problems and Policy Committee, the most important standing committee of the Council. In this committee, elected by the Board of Directors, ongoing Council policy is shaped. The fact that its members need not be chosen from the Board of Directors permits a continuity and flexibility of operation that contributes substantially toward the functioning of the SSRC as a whole that is more than the sum of its parts. Psychologists presently

on the P & P Committee are Douglas McGregor and Robert R. Sears.

The SSRC came into existence in the postwar reaction against excessive compartmentalization in the social sciences. The departmental barriers that had to be overcome are perhaps typified by an incident from the early days of the Council: "the introduction to each other of three Council members, each a most important figure in his own field, and all from the same university" (9). The ambitions of the organizing group were relatively modest, with no provision initially for a paid permanent staff. But the Council appeared on the scene at the time that foundations were first taking a serious interest in research in the social sciences, an interest which, indeed, it helped to foster. As a focus for planned development in a period of expansion and, sometimes, an intermediary between the foundations and social scientists at the universities, the SSRC played such an essential role that its activities grew rapidly in scope.

Noteworthy as a major source of this new support for social science research in the twenties was the Laura Spelman Rockefeller Memorial, under the direction of Beardsley Ruml. Early grants from this foundation, no longer in existence, provided for the expenses of general administration and planning. A general project fund of \$750,000 received from the Memorial in 1927 launched the Council on a temporary phase in which it was itself cast in the role of a foundation with free funds to support research. Major support for administration and particular projects has since come from a number of other foundations, most notably the Rockefeller Foundation, the Carnegie Corporation, the Russell Sage Foundation, and recently, the Ford Foundation. In 1952, the Rockefeller Foundation appropriated \$1,500,000 to the Council as capital endowment, to replace its previous periodic grants, toward the expenses of general administration and research planning. Flexibility is assured by the provision that after ten years the principal may be drawn on for current expenses, at the discretion of the SSRC. The Council can therefore plan for the first time on a relatively secure if not opulent future.

Since 1927, the SSRC has maintained its central offices in New York at 230 Park Avenue. Much of the committee activity centers in this suite overlooking Park Avenue and conveniently near to the Grand Central Terminal. Pendleton Herring, a

former professor of government at Harvard who has been president of the Council since 1948, has his office there, and the publications of the Council are handled from this address. Offices are maintained in Washington at 726 Jackson Place N.W., under the direction of Elbridge Sibley. Here the Council's fellowship and grant-in-aid programs are administered. Since 1946, Harold E. Jones of the University of California at Berkeley has served as the Council's representative on the Pacific Coast.

So much for the bare bones of organization. But what does the SSRC do? What activities are of particular concern to psychologists? A review of policy in 1928-29 summarized the Council's objectives under seven rubrics:

- I. Improvement of Research Organization
- II. Development of Personnel
- III. Enlargement, Improvement, and Preservation of Materials
- IV. Improvement of Research Methods
- V. Facilitation of the Dissemination of Materials, Methods, and Results of Investigations
- VI. Facilitation of Research Work
- VII. Enhancement of the General Appreciation of the Significance of the Social Sciences.

While the work of the Council can be seen in terms of these seven general headings, much of it can be categorized at once more simply and more specifically under two: fellowship and grant-in-aid programs, and research-planning activities. Both of these lines of activity contribute importantly to the Council's perennial concern with raising the quality of research in the social sciences.

From the beginning, the training of competent research personnel has been a prime concern, and the fellowship program a principal means toward that end. A directory of SSRC fellows from 1925 to 1951 (10) lists 1,028 persons who held fellowships during the first quarter century of the Council's existence, among them 74 psychologists. Of longest standing is the program of predoctoral and postdoctoral Research Training Fellowships, of which about 40 were awarded for the year 1953-54. Following the Council's usual practice with fellowship programs, a committee of social scientists appointed by the SSRC makes the awards. The SSRC staff devotes a great deal of time to personal interviews with applicants, in which the details of the student's program may often be considerably revised. It believes that these efforts are amply justified through their impact on the improvement of training for research.

While the predoctoral-postdoctoral level has over the years been the focus of the most extensive SSRC fellowship programs, recent activities have directed attention to earlier and later stages of the research career. In 1950-51, a small five-year program of Faculty Research Fellowships was inaugurated. These fellowships, to which a number of psychologists have been appointed, are designed to free half of the time of highly promising young faculty members for research over a three-year period, at the crucial stage in which they might otherwise lose the impetus toward productivity in the heavy teaching duties that normally befall the junior instructor.

At the undergraduate level, the SSRC is beginning in 1953-54 an experimental program of undergraduate research stipends, in the hope "that a period of first-hand research at a time when career choices are often made will afford qualified students an opportunity to consider the scientific study of human behavior as a career, and will also be in itself a valuable educational experience not usually available in college curricula" (11). Selection is made in the junior year. Holders of the stipends work during the summer under faculty supervision, and bring their projects to completion as part of their academic work in the senior year. Perhaps half of the undergraduate stipend holders will be awarded first-year graduate study fellowships. Funds are available for some 40 appointments a year for three years.

Another new SSRC activity concerned with the improvement of research training was the Summer Institute in Mathematics held in 1953 at Dartmouth College under the guidance of the Council's Committee on Mathematical Training of Social Scientists. Designed to equip students at the graduate and faculty levels to understand the fundamental mathematics essential to the use of mathematical models and reasoning in the social sciences, the institute is to be repeated for a second year, probably in the summer of 1954. Study grants were awarded to a considerable proportion of those enrolled in 1953.

Mention should also be made of the long-standing program of Grants-in-Aid of Research. Offered to mature social scientists to help meet the expenses of their own research projects, these modest awards are designed to recognize the needs of the individual scholar and scientist that may sometimes tend to

be neglected in this day of organized research and large budgets.

Apart from the fellowship program, the survey, appraisal, and research-planning projects carried on by Council committees or staff have been the prime means toward the Council's central objective—improving the quality of social science research. The small research-planning staff is responsible for continuing exploration of frontiers of knowledge in the social fields. The areas which hold greatest promise of significant progress in research are identified through their explorations and those of the various planning committees of the Council, the central Committee on Problems and Policy, or the Board of Directors. The 25-odd research-planning committees listed in the Annual Report for 1951-52 include committees on Cross-Cultural Education, Identification of Talent, Linguistics and Psychology, Political Behavior, Psychiatry and Social Science Research, Scaling Theory and Methods, and Social Behavior. These committees, appointed by the Problems and Policy Committee, draw on able social scientists from university and other centers of research activity. While members of the Council's Board of Directors normally participate in one or more committees, the committee program enlists a much wider base of participation among the nation's social scientists.

In establishing new committees or in terminating old ones, no attempt is made to cover the social sciences systematically; the governing considerations concern the balance between immediate needs and resources, and the broader strategy of advance. Committees function effectively when a common interest unites a group of social scientists—sometimes highly diverse in perspective—who are themselves engaged in research and can profit from joint consideration of their problems. They have perhaps been most productive when they have served to crystallize an emerging research area or one in need of reformulation, bringing together workers from adjacent disciplines who might otherwise not have had the occasion to collaborate. But the Council seeks to avoid making a fetish of the interdisciplinary approach.

What do the committees do? There is no single pattern of committee activity. Some have set out to map their research areas, and undertaken methodological surveys, planning memoranda, bibliographies, and the like. A few have functioned initially as intermittent seminars the impact of



which is to be discerned primarily in the developing research of the committee members. Some have drawn up plans for research programs that have ultimately led to independent arrangements between foundations and universities for their support. Occasionally, foundations have granted funds directly to the Council to support projects planned in SSRC committees.

Since its early experience with administering a substantial general research fund, the Council has sought to concentrate on planning and stimulating research rather than supporting or administering it directly. In this way, it has been felt, its finite resources can be used with the most far-reaching effect. With only a small staff, the SSRC has no facilities for itself conducting research operations. In the minority of instances in which the Council assumes administrative responsibility for specific major projects, the actual research is likely to be done on the university campuses. When committees have laid out work that they want to see done, the preferred course has generally been to bring the people qualified to do the work together directly with the potential sources of support.

A few examples involving psychological problems may give a more concrete picture of the various aspects of committee activity. The Committee on Personality and Culture, appointed in 1930, helped to give focus to the germinal developments under that heading. Among the undertakings sponsored by its Subcommittee on Competitive-Cooperative Habits (Gordon Allport, Gardner Murphy, and Mark May, chairman) were work under the direction of Margaret Mead on competition and cooperation among primitive peoples (7) and a research planning report by Mark May and Leonard Doob (5). John Dollard's *Criteria for the Life History* (3) was another outcome of this enterprise. Allport's related monograph (1) on personal documents in psychological research was an outgrowth of the activities of another SSRC committee.

In the early forties, a similar role was played by the Committee on Social Adjustment and its subcommittees. From the work of this highly productive committee—to mention a few products familiar to psychologists—came Woodworth's survey of research on twins and foster children (13), Sears' *Survey of Objective Studies of Psychoanalytic Concepts* (8), McNemar's appraisal of opinion-attitude methodology (6), Barker, Wright, and Gonick's survey of research on adjustment to physical handi-

cap (2), and Horst's monograph *The Prediction of Personal Adjustment* (4).

The Committee on Social Behavior, formed in 1951, is in a sense heir to the same broad area of concern. Under the chairmanship of Robert R. Sears, a Subcommittee on Socialization has been undertaking exploratory studies in preparation for the concerted application of cross-cultural methods to this area of research. A Development Fund granted to the Council in 1950 by the Ford Foundation has supported conferences and exploratory work in the field of social behavior.

Two projects now in progress are instances in which the Council has assumed administrative responsibility for work arising from its committees. An intensive study of the 1952 election under the direction of Angus Campbell of the Survey Research Center is being supported by a grant to the Council from the Carnegie Corporation. The close participation of the SSRC Committee on Political Behavior in the planning of the study marks a new level of collaboration between political scientists and social psychologists.

Rather different in character is a three-year program of studies of the impact of American experience on foreign students, under the direction of the Committee on Cross-Cultural Education. On the premise that "program evaluation" would be premature without more systematic understanding of the process by which foreign students from diverse cultures adjust first to the United States, then to their home countries, exploratory studies have been started among four national groups, including both students now in this country and former students being interviewed abroad. On the basis of these initial studies, which in this country are decentralized on four campuses, it is planned to frame more systematic research to answer the more aptly formulated questions that emerge from them.

No account of the Council's activities would be complete without mention of conferences as an aspect of the planning process. Conferences are a medicine to be used with restraint, but play nevertheless an indispensable role in the Council's work. Occasionally a well-prepared conference with publishable proceedings serves as a landmark in the emergence of a field, or as a device for focusing attention on a neglected but important topic. More often it is the small, informal working group in which desirable communication can take place most

effectively. Often a single such conference adequately serves to explore the problem for which it was called, and leaves lines of informal communication in its wake that do not require the offices of the SSRC for their continued existence. Sometimes, on the other hand, a conference gives shape to its problem in a way that leads appropriately to the appointment of a Council committee for its further development. Conferences are often held to aid in formulating the task of a proposed committee and to explore the persons who have most to contribute.

If the SSRC is defined by its work, then, its locus is rather in the colleges and universities where a new generation of social scientists is being trained and members of Council committees engage in research, than in its offices in New York and Washington. The activities of its central planning staff, nevertheless, aim at a responsible source of continuity, ever concerned with the strategy of scientific advance. At a time when psychology is growing rapidly at its social boundary, psychologists have a considerable stake in this flexible institution that exists to facilitate scientific development in the social fields.

## REFERENCES

1. ALLPORT, G. W. The use of personal documents in psychological science. *Soc. Sci. Res. Coun. Bull.*, 1942, No. 49.
2. BARKER, R. G., WRIGHT, B. A., & GONICK, M. R. Adjustment to physical handicap and illness. *Soc. Sci. Res. Coun. Bull.*, 1946, No. 55. (Rev. Ed., 1953.)
3. DOLLARD, J. *Criteria for the life history*. New Haven: Yale Univer. Press, 1935.
4. HORST, P., et al. The prediction of personal adjustment. *Soc. Sci. Res. Coun. Bull.*, 1941, No. 48.
5. MAY, M. A., & DOOB, L. W. Competition and cooperation. *Soc. Sci. Res. Coun. Bull.*, 1937, No. 25.
6. MCNEMAR, Q. Opinion-attitude methodology. *Psychol. Bull.*, 1946, 43, 289-374.
7. MEAD, M. (Ed.) *Cooperation and competition among primitive peoples*. New York: McGraw-Hill, 1937.
8. SEARS, R. R. Survey of objective studies of psychoanalytic concepts. *Soc. Sci. Res. Coun. Bull.*, 1943, No. 51.
9. SOCIAL SCIENCE RESEARCH COUNCIL. *Decennial report, 1923-1933*. New York: Soc. Sci. Res. Coun., 1934.
10. SOCIAL SCIENCE RESEARCH COUNCIL. *Fellows of the Social Science Research Council, 1925-1951*. New York: Soc. Sci. Res. Coun., 1951.
11. SOCIAL SCIENCE RESEARCH COUNCIL. Research training: two new programs. *Items*, 1953, 7, 7-9.
12. STEVENS, S. S. The NAS-NRC and psychology. *Amer. Psychologist*, 1952, 7, 119-124.
13. WOODWORTH, R. S. Heredity and environment: a critical survey of recently published literature on twins and foster children. *Soc. Sci. Res. Coun. Bull.*, 1941, No. 47.

*Manuscript received May 10, 1953*

# GOVERNMENT SUPPORT OF PSYCHOLOGICAL RESEARCH

MARGUERITE L. YOUNG AND JOHN T. WILSON

*The National Science Foundation*

THE purpose of this paper is to present current information on the extent of the Federal Government's support of research in psychology and closely related areas by means of contracts and grants with colleges, universities, and other nongovernmental research agencies. The support of science by the Federal Government has aroused general interest recently (3, 4, 5) and with specific reference to psychology this interest has been reflected in two symposia (9, 10), in numerous informal discussions, and in a report from the APA Central Office (1).

The data reported here have been obtained from one (8) of a series of studies of Government-sponsored research programs being made by the National Science Foundation. These studies are being conducted on a continuing basis by the Foundation in partial fulfillment of its statutory responsibilities with respect to determining the impact of present support policies of the Federal Government upon research and education in the sciences. It is hoped that the information resulting from the studies will be of considerable value both to those who administer Federal research programs and to those who are concerned with the effects of such programs on colleges and universities. At the very least, the reports resulting from the studies will furnish more detailed and more reliable figures on the extent and the distribution of such support than have been available previously.

There are numerous problems relating to the support of psychological research by the Government, but we are concerned here only with the extent of such support. For the purposes of this discussion, "support" is defined as the annual rate of obligation<sup>1</sup> of funds as of June 30, 1953, by the agencies concerned. It is intended that this will be the first of a series of annual reports so that

<sup>1</sup> "Obligations" are funds committed during a given fiscal year, whether or not such funds are expended during that fiscal year. Expenditure of funds obligated for research may thus extend over a period of time beyond the year in which the obligation is made.

systematic information will be available from year to year on: (a) the amount and the source of "extramural" support available for psychological research from the Federal Government; (b) the relative emphasis being placed upon different areas of psychology through such support; and (c) the dispersion of the funds on a geographic basis.

There are certain limitations and circumscriptions on the data and on our presentation of them. It should be understood that they cover only funds which are available for psychological and closely related research<sup>2</sup> being done *outside* of government agencies and institutions, i.e., they should *not* be confused with the amount of support going to *in-service* or "intramural" programs. The data cover only "unclassified" research, i.e., they do *not* include research carrying a security classification. The data on dispersion of funds are presented by geographic region rather than by institutions which receive support. For those wishing it, information on the amount of funds received by specific institutions from the Federal Government is generally available in the annual reports of the comptrollers of the institutions. To the degree that it is considered to be public information, it also may be obtained directly from the government agency concerned, frequently in the form of a regularly issued document.

The total annual rate of funds obligated by all agencies of the Federal Government which make contracts or grants for psychological research was approximately \$11,000,000<sup>3</sup> as of June 30, 1953.

<sup>2</sup> "Closely related" refers to the ends of the psychology continuum as it merges into both sociological and psychiatric research. We have attempted to include from these ends only research which is primarily psychological in nature. Research on "economic psychology," for example (see *Amer. Psychologist*, 1953, 8, 202) is not included but rather is reported under Economics in the Foundation's "Quarterly Report of Government-Sponsored Projects in the Social Sciences," a companion report to (8).

<sup>3</sup> It is estimated that if one were to include obligated funds for *classified* contract research, this figure would be increased to at least 12 million dollars.



Ten agencies reported obligations for such research in the amounts shown in Table 1. Funds administered by the Department of Defense make up the largest percentage of the total, amounting to 78.2 per cent, as compared with 15.4 per cent from the Department of Health, Education, and Welfare (National Institutes of Health), and 6.4 per cent from all other sources.

Table 2 shows the distribution of the funds among the fields of psychology. In determining such a distribution, one is limited first by the categorization scheme which is utilized, and secondly by the reliability with which contracts and grants may be assigned to the various categories. With reference to the scheme itself, we have been guided to a considerable extent by the breakdown of psychology as used by *Psychological Abstracts*. The assignment of projects to categories was made on the basis of several kinds of information, including: original assignment to some field of psychology by the program director of the agency supporting the research; abstracts of the projects; published reports from the projects; personal information from the principal investigator; and, in a few cases, simply from the title of the project (a none-too-satisfying method, we can assure you).

Considering the extent of support of psychological research by the military agencies, the range of the support over the fields of psychology is very wide. Personnel psychology, long an accepted need in the military, obtains the lion's share (36.5 per cent). Although we have not attempted systematically to relate the support by fields to the agencies furnishing the funds, that going into social

psychology (20.9 per cent) stems largely from the Office of Naval Research and the Human Resources Research Institute (Air Force), while traditional "experimental" psychology (physiological; complex processes; learning and retention) (16.7 per cent) is supported to some extent by all agencies. Although only a comparatively small amount of extramural support is indicated for clinical research (9.5 per cent), which comes almost exclusively from the National Institute of Mental Health, it should be kept in mind that there is extensive intramural support for clinical research, especially in Veterans Administration hospitals.

The geographic distribution of research funds, whether from the Government or from private foundations, has been of considerable interest to many people. From time to time published articles have pointed out the apparent advantage of some areas of the country as compared to others in the matter of research funds-getting (6), and there are several groups which are active in attempting to correct what they perceive to be a maldistribution of these funds. To make a meaningful evaluation of the distribution of research monies, several factors other than sheer geography must be considered. It is important, for example, to take into account the number of research institutions in the different geographic areas and the characteristics of these institutions. In addition, some supporting agencies seek research for the purpose of solving specific and immediate problems in the most expeditious fashion, whereas the motivation in the case of other programs is the general support of research or the stimulation of research potential.

TABLE 1  
ANNUAL RATE OF SUPPORT OF EXTRAMURAL RESEARCH IN PSYCHOLOGY AND RELATED AREAS BY AGENCIES  
OF THE FEDERAL GOVERNMENT (AS OF JUNE 30, 1953)

Agency	Annual Rate (Obligations)	Percentage of Total
Department of Defense	\$8,567,518	78.2
Air Force	\$4,456,831	40.7
Army	1,286,943	11.7
Navy	2,823,744	25.8
Dept. of Health, Education, & Welfare (NIH)	1,694,115	15.4
Dept. of State (Internat. Info. Admin.)	329,200	3.0
National Science Foundation	95,867	.9
Dept. of Agriculture (Office of Exper. Stations)	94,000	.9
Federal Civil Defense Admin.	90,000	.8
National Advisory Comm. for Aeronautics	65,000	.6
Veterans Administration	19,500	.2
Total	\$10,955,200	



TABLE 2  
ANNUAL RATE OF SUPPORT OF EXTRAMURAL RESEARCH IN PSYCHOLOGY AND RELATED AREAS BY FIELD  
(AS OF JUNE 30, 1953)

Field	Annual Rate (Obligations)	Percentage of Total
Physiological psychology	\$1,058,069	9.7
General	\$291,650	
Vision	277,909	
Audition	259,220	
Other sensory processes	91,648	
Nervous system	137,642	
Complex processes	347,145	3.2
Learning & retention	414,490	3.8
Developmental psychology	351,006	3.2
Personality	208,175	1.9
Social psychology	2,294,633	20.9
Social organization	709,880	
Social disorganization	280,200	
Interpersonal relations	584,610	
Intergroup relations	23,500	
Public opinion & communications	696,443	
Clinical psychology and psychiatric research	1,046,548	9.5
Mental health	369,469	
Diagnosis & therapy	440,268	
Psychosomatics	134,922	
Psychoses	101,889	
Personnel psychology	3,998,034	36.5
Basic ability research	168,512	
Job analysis & specifications	410,177	
Selection, classification, & criterion research	2,144,349	
Training	1,001,730	
Psychometrics	273,266	
Human engineering	1,197,100	10.9
General	40,000	.4
Total	\$10,955,200	

The selection of recipients of research funds thus depends to a large degree upon the aims of the agency involved.

As mentioned previously, we have chosen to treat the dispersion of research funds on the basis of geographic region, rather than on the basis of either individual states or institutions receiving the funds. Table 3 shows by geographic region the distribution of Federal funds supporting psychological research.<sup>4</sup> The regions are ranked according to total annual rate of support. In composing the regions, a scheme developed largely on a "socio-economic-educational" basis was adopted (7). Also indicated in Table 3 are the number of institutions receiving funds for psychological research within each region, and the number of these which are educational institutions as contrasted to other types

<sup>4</sup> The discrepancy between the total annual rate of obligations as shown in Table 3 and that shown in Table 1 is due to the fact that five projects are being supported at foreign institutions.

such as consulting firms or hospitals. For purposes of discussion we have shown in addition the number of departments of psychology which have granted at least one PhD degree in the years 1949-52, and the total number of PhD degrees in psychology which have been granted within the years 1949-52 by all departments within each geographic area (2).

If one assumes that the research-performing capacity of a region is related to such indices as the number of PhD degrees granted in that region, or by the number of active graduate departments, the dispersion of government funds for the support of extramural research in psychology appears to be equitable with reference to geographic region. For example, there is perfect agreement in the rank order of support to educational institutions and the total number of PhD degrees in psychology granted in the three years indicated by all educational institutions within the regions. Using as a criterion

the number of graduate departments which granted at least one PhD degree in the years 1949-52, there are two discrepancies in the rank order in that the Central and Middle Atlantic regions are reversed in the first and second ranks in respect to funds received by educational institutions, and the New England and Southeast regions are reversed in ranks four and five. It is interesting to note the number of institutions which are not educational institutions but which receive research funds. It would appear that opportunity to do research in psychology outside of the traditional academic setting is good, particularly in the Middle Atlantic region.

It may be of interest to psychologists to compare the total amount of Federal Government support of psychological research at educational institutions with the total research and development effort of the Federal Government at such institutions. In Table 4, therefore, we have shown the amount of funds from the Federal Government which were obligated for the support of research and development at educational institutions, according to scientific fields, for the year ending June 30, 1952 (4).

There is no need here to go into the details of what, precisely, constitutes an "educational institution" or how "Biological," "Medical," and "Agricultural Sciences," etc. are defined (the detailed

study [4] is available from the Government Printing Office for those who may be interested). However, it should be pointed out that the term "educational institutions," as used in Table 4, is comparable to our usage with reference to educational institutions receiving funds for psychological research (Table 3).

As compared with the total Federal Government support of research and development at educational institutions as of June 30, 1952, which amounts to approximately \$280,400,000 (Table 4), support of psychological research in such institutions amounts to approximately \$8,119,000 (Table 3), or about 2.9 per cent of the total, over a comparable period of time. This percentage would be raised somewhat if we were to include "classified" research in the figure for psychological research.

Psychological research is supported under three of the subheadings indicated in Table 4, namely, "Biological," "Medical," and "Social Sciences," and a more meaningful comparison than that above would be to compare the total support for psychological research with the total for these three general areas of science. If we do so, we find that the total support for Biological, Medical, and Social Sciences amounts to approximately \$49,320,000, and that psychological research amounts to ap-

TABLE 3  
ANNUAL RATE OF SUPPORT OF EXTRAMURAL RESEARCH IN PSYCHOLOGY AND RELATED AREAS BY  
GEOGRAPHIC REGIONS (AS OF JUNE 30, 1953)

Region	Total Annual Rate*	Percentage of Total	Instit's. Receiving Research Funds	Annual Rate to Educ. Instit.	Percentage of Total to Educ. Instit.	Educ. Instit's. Receiving Funds	Educ. Instit's. Granting at least 1 PhD 1949-52	PhD Degrees Granted 1949-52
Central (Ohio, Ind., Ill., Mich., Wis., Minn., Iowa, Mo.)	3,937,471	36.2	28	3,735,629	46.0	20	17	595
Middle Atlantic (N. Y., N. J., Pa., Del., Md., D. C., W. Va.)	3,485,058	32.0	53	1,789,453	22.0	24	21	583
New England (Me., N. H., Vt., Mass., R. I., Conn.)	1,399,941	12.9	23	918,634	11.3	13	7	100
Far West (Wash., Oreg., Nev., Calif.)	1,261,442	11.6	14	972,796	12.0	9	8	167
Southeast (Va., N. C., S. C., Ga., Fla., Ky., Tenn., Ala., Miss., Ark., La.)	599,881	5.5	20	572,500	7.1	18	8	67
Southwest (Okla., Tex., N. Mex., Ariz.)	100,866	.9	4	41,916	.5	2	3	39
Northwest (N. Dak., S. Dak., Nebr., Kans., Mont., Idaho, Wyo., Colo., Utah)	99,066	.9	7	88,066	1.1	6	5	39
Total	10,883,725†		149	8,118,994		92	69	1590

\* Obligations.

† The discrepancy between this total and previous totals for annual rate is due to the elimination from the table of five projects being carried out at foreign institutions.

TABLE 4  
FEDERAL FUNDS FOR EXTRAMURAL SCIENTIFIC RESEARCH AND  
DEVELOPMENT AT EDUCATIONAL INSTITUTIONS  
ACCORDING TO SCIENTIFIC FIELDS  
(YEAR ENDING JUNE 30, 1952)

Scientific Field	Total (millions of dollars)
Life Sciences	\$ 53.83
Biological	14.30
Medical	26.09
Agricultural	13.44
Physical Sciences	217.64
Physical	101.21
Mathematical	9.75
Engineering	106.68
Social Sciences	8.93
Total	\$280.40*†

\* Includes funds for "classified" research as well as "unclassified."

† Does not include a sum of \$17.82 millions which was obligated for "Increase of Research and Development Plant," largely in the Physical Sciences.

proximately 16.5 per cent of this total. Again, the larger figure includes some funds for "classified" research which is not true of the figure for psychological research, but it is a relatively small proportion and may be ignored for practical purposes.

At this writing there is, of course, much speculation as to what the future holds with respect to the support of psychological research by the Federal Government. There is little question that the atmosphere in Washington reflects a desire for economy, and there is no doubt that pending budget reductions will eventually show up to some extent in psychological research support programs.

Although it is too early to specify precisely just what the effect of economy moves will be, carry-overs from last year's budget and contracts which were let late in fiscal 1953 (through June 30, 1953) will do much to prevent the level of support from dropping in calendar year 1954. It is quite certain that the relatively small amount of funds for the support of basic psychological research under the National Science Foundation program will be increased, and there is every reason to believe that there will be an expanded extramural research support program for psychology under the auspices of the National Institute of Mental Health. Reductions in effort will undoubtedly be characteristic of research support programs in the Department of Defense. The resultant of these increases and decreases will no doubt be some reduction in the total support for research in psychology. However, there is feeling in some quarters that a reasonable reduction might sharpen support programs

somewhat, and one should certainly be cautious in interpreting economy measures with respect to research and development budgets as "anti-intellectual" or "anti-science" policy on the part of the Federal Government. As a matter of fact, a review of actions on the Federal Budget as a whole, taking into consideration fixed programs such as veterans compensation, etc. shows that reductions in all "controllable" programs are higher than reductions in research and development programs.

It is hoped that the information which has been reported will be of some use in considering the many issues which are currently at hand with respect to the support of science by the Federal Government, particularly the support of psychological science. It is also hoped that these issues will be given considerable thought by psychologists, so that eventually we will be able to contribute some rational bit to their resolution.

#### REFERENCES

1. ALBEE, G. W., & AMRINE, M. Science and government in this economy year. *Amer. Psychologist*, 1953, 8, 251-254.
2. APA STAFF. Training facilities and financial assistance for graduate students in psychology: 1953-1954. *Amer. Psychologist*, 1953, 8, 12-41.
3. AXT, R. G. *The federal government and financing higher education*. New York: Columbia Univer. Press, 1952.
4. *Federal funds for science: I. Federal funds for scientific research and development at non-profit institutions*. (A report of the National Science Foundation.) Washington, D. C.: GPO, June 1953.
5. *Federal funds for science: II. The Federal research and development budget, fiscal years 1952 and 1953*. (A report of the National Science Foundation.) Washington, D. C.: GPO, July 1953.
6. MILLS, C. A. The National Science Foundation and the scientific manpower problem. *Science*, 1952, 116, 601-603.
7. ODUM, H. W., & MOORE, H. E. *American regionalism: a cultural-historical approach to national integration*. New York: Henry Hull, 1938.
8. *Quarterly Report of Government-sponsored (extramural) projects in psychology and related areas*. Washington, D. C.: National Science Foundation, June 30, 1953. (Multilithed)
9. Symposium: Effects of government research on psychology. (A series of four papers by: LANIER, L., BRAY, C. W., WILSON, J. T., & DARLEY, J. G.) *Amer. Psychologist*, 1952, 7, 707-721.
10. Symposium: Relations between governmental and non-governmental development of psychological resources. *Amer. Psychologist*, 1951, 6, 383.

Manuscript received July 15, 1953



# RECOMMENDATIONS CONCERNING STANDARDS FOR THE UNSUPERVISED PRACTICE OF CLINICAL PSYCHOLOGY

DIVISION OF CLINICAL AND ABNORMAL PSYCHOLOGY,  
COMMITTEE ON PRIVATE PRACTICE

This committee report was submitted to the APA Board of Directors at its meeting in April 1953. The Board took no action on the content of the report but voted that it should be published. It is the Board's hope that APA members will consider and discuss the committee's recommendations.—ED.

THE question of who shall engage in the unsupervised practice of clinical psychology is obviously important and debatable. It involves such issues as the protection of the public from unqualified practitioners, the internal policing by psychologists of their own ranks, and the carrying out of public protection and internal policing without undue infringement upon the democratic rights of competent psychologists to practice within the keeping of their own consciences. Particularly at the present time, when the functions of clinical psychologists and of members of related professions are still in the process of crystallization, it is necessary that the setting up of standards for the unsupervised practice of clinical psychology be approached in a responsible and sober manner.

Some may contend that the situation regarding psychological practice is in such a state of flux that no standards whatever may be justifiably established at present. This Committee takes the stand, in view of the increasing number of psychologists who are now engaging in unsupervised practice and the necessity for us to protect the public from inadequately trained psychologists, that now some general guideposts, at least, are necessary. It is such guideposts that this Committee has set itself to consider.

At the start, the Committee wishes to emphasize that there should be no essential or necessary difference between the work of psychologists who engage in noninstitutional practice and those who do equivalent work in institutions or agencies. Both deal with patients or clients, and both should assume the same responsibilities toward these patients or clients, toward other members of their own and allied professions, toward the general public, and toward themselves. The intragroup differences

among noninstitutional psychologists and among institutional and agency psychologists in regard to procedures used, referral sources, types of clients seen, etc., are enormous and significantly overlap the intergroup differences.

The seemingly essential differences of supervision and professional consultation between practicing and institutional psychologists are often more surface than real. Many contemporary clinical psychologists who work in institutions may have full supervisory and consultative relationships with members of allied professions while others have little or none. Similarly, many practicing psychologists may be directly supervised by control analysts or other supervisors and may engage in close consultative relations with other psychologists or members of allied professions while others may have little or no supervision. The important difference is not noninstitutional versus institutional practice but the nature of supervision and/or consultation. In consequence, this Committee strongly feels that while no special standards need be set up for psychologists engaging in noninstitutional practice, some special qualifications should be expected from all clinical psychologists engaging in nonsupervised and nonconsultative activities.

In regard to psychologists engaging in unsupervised practice, the Committee feels that the general codes that are now being established by the APA and by some state psychological associations are to be endorsed. It would particularly like to approve the statement which has been adopted by members of the New York State Psychological Association:

It is unethical for a psychologist to offer service outside his area of training and experience or beyond his level of competence. (a.) Pending the adoption of state licensing and certification by this organization, each member of this Association is obligated to restrict his unsupervised practice to those fields in which he has had adequate preparation. (b.) Psychologists who shift areas of specialization are obligated first to obtain such training and experience in the new area as is necessary to ensure that the services they offer meet the same high standards expected of persons initially trained in the area. (c.) A psychologist in professional practice must not use affiliations with other profes-



sional persons or with institutions to imply a level of professional competence which exceeds that which he has actually achieved.

The Committee feels that additional and more specific guideposts are also needed. It would therefore like to suggest that the following standards be followed by those psychologists who engage in the unsupervised practice of clinical psychology. In suggesting these standards, the Committee would like to emphasize that they *not* be considered retroactive, but be made to apply *only* to psychologists who begin to engage in unsupervised and nonconsultative clinical activities *after* such standards have been formally adopted by recognized psychological organizations to which they may belong. The Committee would also like to emphasize that it is recommending the adoption of these specific standards *only* for psychologists who engage in clinical work that is unsupervised, and that it is making no special recommendations of standards to be followed by those who engage in supervised practice.

The Committee recommends the following *minimum* standards for all psychologists engaging in the unsupervised practice of clinical psychology:

1. A doctor's degree or its equivalent in clinical psychology based in part upon a psychological dissertation conferred by a graduate school of recognized standing.

2. At least two years of paid full-time experience, or its accumulated equivalent of paid experience, in the field of clinical psychology; this experience to be had under the direct supervision of a clinical psychologist of recognized standing. Included in this two years of paid full-time experience may be a maximum of one year's paid internship in clinical psychology.

3. At least one year of paid full-time experience, or its accumulated equivalent, in the field of clinical psychology in a treatment setting where mildly and seriously disturbed individuals are commonly seen (e.g., a mental hygiene clinic, a mental hospital, a university clinic, or a child guidance clinic). This year of paid full-time experience in a treatment setting may be obtained in the course of the two years of paid full-time experience mentioned under Point 2, or it may be otherwise acquired.

The Committee recommends the following *additional* standards for clinical psychologists engaging in the unsupervised practice of clinical psychodiagnosis (including mental testing, remedial diagnosis, the use of projective and nonprojective personality instruments, etc.):

4. At least fifty hours of direct supervision in any psychodiagnostic specialty which the psychologist utilizes in his unsupervised practice (that is, fifty hours spent with a supervisor in addition to time spent in actual testing). This fifty hours of supervision may be obtained in the course of

the paid full-time experience mentioned under Points 2 or 3, or it may be otherwise acquired. To be acceptable, supervision in any psychodiagnostic specialty must be had under the direct supervision of a clinical psychologist or other professional worker of recognized standing in this specialty.

The Committee recommends the following *additional* minimum standards for psychologists engaging in the unsupervised practice of any form of counseling or psychotherapy (including marriage counseling, clinical vocational counseling, nondirective or client-centered counseling, psychoanalytic psychotherapy, etc.):

5. At least one hundred hours of direct supervision in any counseling or psychotherapeutic specialty which the psychologist utilizes in his unsupervised practice (that is, one hundred hours spent with a supervisor in addition to time spent with clients or patients). This hundred hours of direct supervision may be obtained in the course of the paid full-time experience mentioned under Points 2 or 3, or it may be otherwise acquired. To be acceptable, supervision in any counseling or psychotherapeutic specialty must be had under the direct supervision of a clinical psychologist or other professional worker of recognized standing in this specialty.

6. Anyone who engages in the unsupervised practice of counseling or psychotherapy should be aware of his own possible inadequacies, blind spots, and psychological traumatizations. To this end, it is desirable that he experience some type of personal counseling or psychotherapy himself with a clinical psychologist or other professional worker of recognized standing.

7. Anyone who engages in the unsupervised practice of counseling or psychotherapy should maintain open lines of communication with other professional workers with equivalent training and experience, and should especially communicate freely with medical and other professional consultants when he is treating patients or clients who may be seriously maladjusted.

The Committee finally recommends that the foregoing suggestions be presented to the membership of the APA for purposes of discussion, and that, on the basis of such discussion, a revised set of recommendations on standards for the unsupervised practice of clinical psychology be drawn up and submitted to the appropriate APA and APA Division committees, to ABEPP, to the state psychological associations, and to other psychological organizations for possible incorporation into the professional codes of such psychological groups.

The (1952) Committee on Private Practice of the Division of Clinical and Abnormal Psychology of the APA:

KATHERINE BRADWAY	EMANUEL K. SCHWARTZ
MARY S. KUNST	BOHDAN ZAWADSKI
CHARLES L. ODOM	ALBERT ELLIS, <i>Chairman</i>

# PROCEEDINGS OF THE FORTY-FIFTH ANNUAL MEETING OF THE SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY

OLIVER L. LACEY, *Secretary*  
*University of Alabama*

THE forty-fifth annual meeting of the Southern Society for Philosophy and Psychology was held at Austin, Texas, April 2-4, 1953. All section and business meetings were held on the campus of the University of Texas. The host institution was the University of Texas. Local arrangements were under the efficient direction of G. V. Gentry, Ira Iscoe, Philip Worchel, R. R. Blake, and Karl M. Dallenbach. The Program Committee consisted of E. G. Ballard, R. L. Rein'l, H. N. Lee, W. J. Griffiths, J. B. Morris, J. B. Wolfe, and the Secretary.

The Council of the Society met on the evening of April 2. Those present were President Willis Moore, Oliver L. Lacey, William M. Hinton, Edward G. Ballard, Karl M. Dallenbach, Stanford C. Ericksen, Gerard Hinrichs, Glenn Negley, Herbert C. Sanborn, and Karl Zener.

Preceding the formal program, members of the Society were cordially invited to attend the dedication ceremonies in connection with Mezes Hall, the new psychology building at the University of Texas. The program proper began with an open house at the Mezes Hall on Thursday night. Three sessions in philosophy and seven sessions in psychology were held on Friday. On Saturday morning there was a symposium on "Contributions to Operation Research" with Karl M. Dallenbach presiding. Chairmen of the philosophy sections were: Fritz Marti, Lewis M. Hammond, and Glenn Negley. Chairmen of the psychology sections were: Fred Attneave, William M. Hinton, John F. Dashiell, Philip Worchel, Arthur J. Riopelle, Frank A. Geldard, and M. C. Langhorne.

At the Society's annual banquet on Friday night Dr. Willis Moore delivered the presidential address, entitled "The Nature and Causal Antecedents of the Current Attack on Education."

## *Minutes of the Annual Business Meeting*

President Moore called the meeting to order at 11 A. M. Saturday. The minutes of the forty-fourth

annual business meeting were approved. The report of the Secretary was read and received, and the report of the Treasurer was read and approved. The latter report indicated a balance of \$1,053.70 in the treasury as of March 25, 1953.

In the absence of Dr. A. G. A. Balz, as a result of illness, no report was made of the activities of the Southern Humanities Conference. Dr. Balz was reappointed to serve as delegate of the Society to this conference for the current year.

On recommendation of the Council, nine new associate members and nineteen new members were elected to the Society, and John E. Muthard was elected to full membership from the status of associate member. The associate members are: Robert F. Cahill, Ernest Wayne Dewey, Anna Marie Fischer, John Roderick Hallum, Keith Warren James, Armin Klein, Jr., Alfred Stern, Barbara Watson, and Samuel Woodrow Williams.

The full members are: John Reagan Barry, Morton Edward Bitterman, Frank Cunningham, Sing-nan Fen, Lucius Garvin, Carl F. Hereford, D. R. Kenshalo, Joseph Louis Kovar, John Carson McGuire, Douglas A. R. Peyman, Martha Mary Pingel, John Mansley Robinson, Benjamin George Rosenberg, Elizabeth Taylor Sheerer, Allen Ralph Solem, Kenneth Streib Teel, James Martin Vanderplas, Robert Clifton Whittemore, and Don Lacy Winfield.

A number of miscellaneous items stemming from the Secretary's report were acted upon. The general policy of the Society of nonsegregation at all official functions was confirmed. In view of the small amount of business developing, the Standing Advisory Committee was discontinued. The statement of principles of academic freedom and tenure formulated by the American Association of University Professors and the Association of American Colleges in 1940 was endorsed, and the Secretary was instructed to inform the American Association of University Professors of this action.

Invitations to the Society for the 1954 meetings were presented by members from St. Louis and Atlanta. The business meeting recommended to the Council that the Atlanta invitation be accepted.

It was recommended that the Council consider favorably the possibility of scheduling the business meeting immediately following the presidential address on Friday night.

The following officers and Council members were

elected by the Society: President, Karl M. Dallenbach; Council Members, Charles A. Baylis and M. C. Langhorne. William M. Hinton and Oliver L. Lacey continue as Treasurer and Secretary respectively.

The Society unanimously recorded its gratitude to the University of Texas and to the Committee on Local Arrangements for their hospitality. The meeting was adjourned at 12:10 P.M.

## PROGRAM

### PHILOSOPHY

#### Friday Morning Session

##### Section 1: Theory of Knowledge and Logic

Fritz Marti, Chairman

Immediateness and reflection. LAUCHLIN D. MACDONALD, *University of Mississippi*.

Memory as a condition of knowledge in Plato, Aristotle, and Augustine. LEWIS M. HAMMOND, *University of Virginia*.

Reason and faith in explanation. RICHARD L. BARBER, *Tulane University*.

Congruence and measurement. WILLIAM S. WEEDON, *University of Virginia*.

The definition and uses of isomorphism. H. M. JOHNSON, *Tulane University*.

#### Friday Afternoon Sessions

##### Section 2: Metaphysics and Ontology

Lewis M. Hammond, Chairman

Some speculations on the themes of Parmenides. R. L. REIN'L, *Louisiana State University*.

The range of dyadic ontologies. JAMES K. FEIBLEMAN, *Tulane University*.

Whitehead's reinterpretation of teleology and values. R. A. TSANOFF, *The Rice Institute*.

Time and Whitehead's God. ROBERT C. WHITTEMORE, *Tulane University*.

Mind and computing machines. JAMES STREET FULTON, *The Rice Institute*.

##### Section 3: Values

Glenn Negley, Chairman

Truth and beauty. CHARLES P. BIGGER, III, *University of Mississippi*.

Ideal facts and empirical values. ANNA FORBES LIDDELL, *Florida State University*.

Man in the light of Socratic method. EDGAR H. HENDERSON, *Florida State University*.

The Bachelor of Arts and statecraft. FRITZ MARTI, *Marietta College*.

Communism and the problem of academic freedom. HERBERT C. SANBORN, *Vanderbilt University*.

Notes on graphic design. GERARD HINRICHS, *The Johns Hopkins University*.

### PSYCHOLOGY

#### Friday Morning Sessions

##### Section A: Learning

Fred Attneave, Chairman

Discrimination learning and relearning in monkeys with lesions of the temporal lobes. ARTHUR J. RIOPELLE AND HARLOW W. ADES, *Emory University*.

The strength of sensory preconditioning. P. C. REED, A. L. KUBOLA, AND M. E. BITTERMAN, *University of Texas*.

Simultaneous and successive discrimination as a function of stimulus similarity. E. F. MACCASLIN, *AAF Human Research Unit, Fort Knox, Kentucky*, AND M. E. BITTERMAN, *University of Texas*.

Discrimination learning of paired visual stimuli by white rats. PAUL E. FIELDS, *USAF School of Aviation Medicine*.

The effects of massing and distribution of extinction trials on the persistence of a fear-motivated instrumental response. BARBARA WEDEMEYER, *Urban Life Research Institute*, AND ABRAM AMSEL, *Tulane University*.



An experimental test of the specificity of reactive inhibition. PAUL E. THETFORD AND ABRAM AMSEL, *Tulane University*.

### Section B: Personality and Social

WILLIAM M. HINTON, Chairman

A new method of evaluating self versus group perceptions. FRANK M. DU MAS, *Louisiana State University*.

The effect of personalized stress on attitudes toward self and others. RUSSELL LEVANSWAY, *University of Mississippi*.

Emotional instability and perceptual blocking induced by color distraction. WAYNE H. HOLTZMAN, *University of Texas*.

Social acceptance and ethnic awareness. IRA ISCOE, *University of Texas*.

Generality versus specificity of radicalism-conservatism. MICHAEL A. ZACCARIA AND WILLIAM L. PACE, *Human Resources Research Center, Lackland Air Force Base, Texas*.

The relationship between empathy and art. GRAHAM B. BELL AND HENRY D. SHANKLIN, *Louisiana State University*.

### Section C: General

JOHN F. DASHIELL, Chairman

Conditions determining the relative effectiveness of auditory and visual message presentation. RICHARD H. HENNEMAN AND JAMES G. HOLLAND, *University of Virginia*.

An experimental framework for the quantitative study of goal-directed behavior in young children. CHANDLER G. SCREVEN, *University of Mississippi*.

A study of the effects of tachistoscopic training on reading rate. A. W. GOTTSCHALL, JR., *University of Virginia*, AND W. M. HINTON, *Washington and Lee University*.

Theory and design of cancer patient behavior research. CARSON MCGUIRE, R. LEE CLARK, BEATRIX COBB, K. M. DALLENBACH, B. L. KELL, J. D. TRUNNFELL, PHILIP WORCHEL, AND J. I. WHEELER, *University of Texas*.

Preliminary report of the Rosenzweig P-F Study in attempted suicides. DON L. WINFIELD AND P. J. SPARER, *Kennedy Veterans Hospital, Memphis, Tennessee*.

### Section D: Applied

PHILIP WORCHEL, Chairman

An assessment of sorority women. BERNARD M. BASS, *Louisiana State University*.

Measurements of the precision of hand movements. J. STANLEY GRAY, *University of Georgia*.

How Supervise? scores before and after courses in industrial psychology. JOSEPH E. MOORE AND JOHN A. BARLOW, *Georgia Institute of Technology*.

An experimental investigation of effectiveness of teaching a social science course by television. JOHN B. MORRIS, *University of Mississippi*.

### Friday Afternoon Sessions

### Section E: Learning

ARTHUR J. RIOPELLE, Chairman

Perceptual differentiation in the course of non-differential reinforcement. M. E. BITTERMAN, A. D. CALVIN, AND CLAUDE B. ELAM, *University of Texas*.

Differential food-choices in rats occasioned by swimming. WILLIAM J. GRIFFITHS, JR., *University of Mississippi*.

The effect of posterior cortical ablation on simultaneous and successive discriminations. WALTER ISAAC, *USAF SAM Primate Laboratory, Austin, Texas*.

A resolution of conflicting data on the relative difficulty of simultaneous and successive discrimination. JEROME WODINSKY AND M. E. BITTERMAN, *University of Texas*.

Configurational constancy: the effects of changes in the intrinsic elements. DANIEL E. SHEER, *University of Houston*, AND PHILIP WORCHEL, *University of Texas*.

### Section F: General

FRANK A. GELDARD, Chairman

Recall of experiences as a function of intensity as compared to quality (pleasantness or unpleasantness) of feeling tone. JOHN A. BARLOW, *Georgia Institute of Technology*.

Dominance hierarchy and time gradients in white rats—with a new technique. LOH SENG TSAI, *Tulane University*.



Fatigue-induced monocular diplopia and triplopia.

JOHN F. DASHIELL, *University of North Carolina*.

Some properties of the visual cell assembly. RAY-

FORD T. SAUCER, *Georgia Institute of Technology*.

The perception of place in a circular field. FRED

ATTNEAVE, *Human Resources Research Center, Lackland Air Force Base, Texas*.

The logic of similarity. CLYDE E. NOBLE, *Human*

*Resources Research Center, Lackland Air Force Base, Texas*.

**Conference on Problems Related to the  
Master's Degree**

M. C. LANGHORNE, Chairman

**Annual Banquet**

Presidential Address: The Nature and Causal  
Antecedents of the Current Attack on Education.

WILLIS MOORE, *University of Tennessee*.

Saturday Morning

Joint Session

**Symposium:**

**Contributions to Operations Research**

KARL M. DALLENBACH, Chairman

GERARD HINRICHS, *Operations Research Office, Johns Hopkins University* (Representing Philosophy)

MEREDITH CRAWFORD, *Vanderbilt University* (Representing Psychology)

General discussion

**Council**

EDWARD G. BALLARD, KARL M. DALLENBACH, STANFORD C. ERICKSEN, GERARD HINRICHS, GLENN NEGLEY, HERBERT C. SANBORN (Honorary Member for Life), JOHN B. WOLFE, KARL ZENER, and officers.

# PROCEEDINGS OF THE THIRTY-THIRD ANNUAL MEETING OF THE WESTERN PSYCHOLOGICAL ASSOCIATION

RICHARD KILBY, *Secretary*  
*San Jose State College*

THE Western Psychological Association held its thirty-third annual meeting Thursday through Saturday, June 18-20, 1953, in the new Health Sciences Building of the University of Washington at Seattle. Eighty papers were given and several conferences were held during the three-day period. Total registration was 253.

At the annual banquet Friday evening the presidential address, "Virtue Rewarded and Vice Punished," was read by Edward C. Tolman, since the president, Ryth Tolman, was absent because of illness. The paper argued for harmony or cooperation between the "pure" scientist and the applied, or the theoretician and the professional practitioner in psychology. The argument stressed the facts that practice often runs ahead of theory in the development of a science, and hence this situation in psychology should not provide grounds for separation; that theory without practice is sterile or misleading; that practice without theory never becomes a science. On the assumption that psychologists would agree that such harmony was desirable, some of the virtues that would need to be exercised in order to maintain our common life were mentioned. Industry in fact-finding and in theory-building, better efforts at control, and maturity were the virtues extolled. The virtue of maturity was demonstrated by an impressive screen display of developmental samples—baby or childhood pictures of past presidents of the WPA. A marked change toward maturity over the years was noted by the audience.

Special meetings and luncheons held in conjunction with the meeting were: a luncheon for members of Psi Chi, sponsored by the University of Washington chapter; a luncheon for members of the Society for Projective Techniques, Bruno Klopfer presiding; a get-acquainted luncheon for school psychologists, sponsored by members of APA Division 16; a regional meeting of the Division of

Clinical and Abnormal Psychology, arranged by Kate Kogan and William Grove. On Friday afternoon members of the Association and guests were entertained at a tea given by the Edwin R. Guthries.

Local arrangements were under the direction of Allan Katcher of the University of Washington. Carl Dickinson assisted by providing a placement service.

The Program Committee was made up of Clare Thompson, VA Hospital, Palo Alto; C. W. Telford, San Jose State College; Arthur Coladarci, Stanford; Arthur Burton, Agnews State Hospital; Leo Postman, University of California, Berkeley, and the Secretary.

The following officers were elected for 1953-54:

President: Nancy Bayley  
President-elect: Neil Warren  
Secretary: Leona Tyler  
Treasurer: George Horton

The 1954 annual meeting will be held on May 20-22 at Long Beach under the joint sponsorship of U.C.L.A., U.S.C., Occidental College, and Long Beach State College.

In addition to the selection of the place of next year's meeting, the following actions were taken at the business meeting. New bylaws, replacing the original brief ones of 1921, were adopted. Henceforth, new officers are to be elected by mail ballot. A four-year formula to govern selection of meeting place was adopted; this calls for one meeting in Southern California, two in Northern California, and one in the Northwest. Further action was taken to implement the decision to participate in the meeting of AAAS to be held in Berkeley, December, 1954. The Executive Committee was authorized to contribute up to \$250 to the APA Building Fund. It was also instructed to investigate the matter of a stipend for the secretary of the Association. The meeting decided to forego publication of the short

abstracts of papers this year because of the status of the treasury and our desire to contribute to the Building Fund. A resolution was adopted ex-

pressing appreciation to the Department of Psychology of the University of Washington for its sponsorship of the meeting.

## PROGRAM

### Sensation and Perception

FREDERICK A. COURTS, Chairman

Performance in the discrimination of aural and visual cues for classification. DAVID E. MEISTER, *U. S. Navy Electronics Laboratory, San Diego.*

Cues that aid the listening to one of two simultaneous questions. W. SPIETH, J. F. CURTIS, J. C. WEBSTER, AND P. O. THOMPSON, *U. S. Navy Electronics Laboratory, San Diego.*

Temporal numerosity: vision. CARROLL T. WHITE AND PAUL G. CHEATHAM, *U. S. Navy Electronics Laboratory, San Diego.*

Temporal numerosity: audition. PAUL G. CHEATHAM AND CARROLL T. WHITE, *U. S. Navy Electronics Laboratory, San Diego.*

Variation of the critical flicker frequency in the nasal visual field. MATHEW ALPERN, *Pacific University* (introduced by Anna Berliner).

Is there a common chemical sense in man? MARGARET HUBBARD JONES, *University of California, Los Angeles.*

The effect of small doses of aspirin upon the threshold for cutaneous pain. F. NOWELL JONES, *University of California, Los Angeles.*

The relation between visual and kinesthetic space. WARREN W. WILCOX, *Portland State*

Duration thresholds in the perception of idiosyncratically unpleasant words. DAVID M. STERNE, *VA Hospital, Vancouver.*

An olfactory discrimination box. G. H. FOSTER, *State College of Washington* (introduced by J. H. Elder).

Cortical correlates of pattern vision? A repetition of the Kohler-Held experiment. JOHN L. KENNEDY AND WILLIAM H. EMMONS, *The Rand Corporation.*

The diagnosis of cerebral damage by the fusion frequencies of intermittent stimuli in four sense modalities. ALBERT F. AX, *University of Washington*, AND WILLIAM H. COLLEY, *Veterans Administration, Huntington, Virginia.*

### Applied I

ALLEN L. EDWARDS, Chairman

Validity vs. reliability. EDWARD K. STRONG, JR., *Stanford University.*

A method of estimating the intercorrelations between scales on the Strong Vocational Interest Blank. MILTON G. HOLMEN, *AFF Human Research Unit No. 2, Fort Ord.*

A factorial analysis in the domain of evaluation. ALFRED F. HERTZKA, *Naval Personnel Research Unit, San Diego*, J. P. GUILFORD, AND PAUL R. CHRISTENSEN, *University of Southern California.*

A first report on the use of the California Psychological Inventory to predict grades in high school and college. HARRISON G. GOUGH, *University of California, Berkeley.*

An individualized vocational interest scale. RICHARD KILBY, *San Jose State College.*

The Thompson Trailways. HELEN M. THOMPSON, *Long Beach Unified School District.*

An improved formula for the scoring of certain guess-who ratings at the adolescent level. EVAN R. KEISLAR, *University of California, Los Angeles.*

An experiment in the psychophysics of semantics. LYLE V. JONES, *University of Chicago* (introduced by Allen L. Edwards).

Achievement bias as a measure of attitude. MAURICE F. FREEHILL, *Western Washington College.*

### Clinical I

GEORGE MUENCH, Chairman

Responses of emotionally disturbed children to human and to animal pictures. FLORENCE R. MAINORD, *University of Washington.*

Inter-observer correlations of periodic ratings during therapeutic interviews. IJA N. KORNER AND DALE WESTWOOD, *University of Utah College of Medicine.*

The approach-avoidance goal gradient hypothesis as applied to psychotherapy with psychotics. BEN C. FINNEY, *Palo Alto Veterans Hospital*.

Predicting interpersonal roles in therapy groups. HERBERT NABOISEK, *University of California* (introduced by Mervin B. Freedman).

A comparison of criteria used in the evaluation of rapport. IDELLA M. EVANS, *University of Oregon* (introduced by Leona E. Tyler).

Testing patterns in skin disease. HAROLD GEIST AND WAYNE WRIGHT, *U. S. Naval Hospital, Mare Island*.

Goal adaptiveness in stuttering. SEYMOUR L. ZELEN, *State University of Iowa Child Welfare Research Station*, AND JOSEPH G. SHEEHAN, *University of California, Los Angeles*.

Some problems in the clarification of the psychology of emotions and affects. ARTHUR L. KOBLER AND STANLEY W. JACKSON, *The Pinel Foundation, Inc., Seattle*.

The clinical psychologist's opportunities and obligations in the community. WILLIAM H. BROWN AND IJA N. KORNER, *University of Utah Medical College*.

An investigation of some psychological effects of electric shock treatment. MURRAY KORNGOLD, *University of California, Los Angeles*.

### Physiological and Comparative I

JAMES ELDER, Chairman

The effect of change of drive as influenced by certain variables. H. BISHOP AND D. EHRENFREUND, *State College of Washington* (introduced by D. Ehrenfreund).

The satiation effect in monkey puzzle manipulation. SHIRLEY E. SACKS AND R. W. LEARY, *University of Washington* (introduced by R. W. Leary).

A test of the drive-reduction hypothesis. RICHARD A. LITTMAN, *University of Oregon*, AND EDWARD A. WADE, *University of Wisconsin*.

The effect of benzedrine on puzzle manipulation and activity level in monkeys. A. D. DAVIS AND R. W. LEARY, *University of Washington* (introduced by R. W. Leary).

Dietary influences on the acquisition of a plate-pressing response in pigs. PATRICIA AUDLEY AND F. D. KLOPPER, *State College of Washington* (introduced by F. D. Klopfer).

A preliminary study of nesting and maze-learning in hypophysectomized and normal male rats. CALVIN P. STONE, *Stanford University*.

Situational and hormonal influence on social dominance in gilts. E. B. SLEBODNICK AND F. D. KLOPPER, *State College of Washington* (introduced by F. D. Klopfer).

The relation of diet to the solution of the Mowrer "social problem" by pigs. A. M. MARCHIONNE AND F. D. KLOPPER, *State College of Washington* (introduced by F. D. Klopfer).

Activity and curiosity in the young gorilla (film). R. W. Leary, *University of Washington*.

### Social

NEIL WARREN, Chairman

Two psychological determinants of coalition-formation in a group bargaining situation. PAUL J. HOFFMAN, LEON FESTINGER, AND DOUGLAS H. LAWRENCE, *Stanford University* (introduced by Douglas H. Lawrence).

Experimental studies of simple group performance. ANDREW L. COMREY AND GERALD DESKIN, *University of California, Los Angeles*.

A study of crew members' perceptions of group functioning. MARIO LEVI, *Stead Air Force Base, Reno*.

Self-perception and leaderless group discussion status. ARNOLD S. GEBEL, *University of California, Los Angeles*.

Background factors related to effective group participation. H. T. MARTIN AND LAURENCE SIEGEL, *State College of Washington* (introduced by Laurence Siegel).

### Applied II

ARTHUR COLADARCI, Chairman

Role-playing techniques in an executive development program. B. L. WILKINSON AND J. H. MYERS, *Prudential Insurance Company of America*.

The impact of interpersonal relations on ratings of performance. VERNE KALLEJIAN, PAULA BROWN, AND IRVING R. WESCHLER, *University of California, Los Angeles*.

A job description approach to personnel research programming. WILLIAM W. GRINGS AND GLENN L. BRYAN, *University of Southern California*.



Some hypotheses and tests of planning abilities. RAYMOND M. BERGER, J. P. GUILFORD, AND PAUL R. CHRISTENSEN, *University of Southern California*.

The use of semantics in counseling and guidance. WILLIAM H. PEMBERTON, *San Francisco*.

Interest patterns of student nurses. ALMA P. BEAVER, *Santa Barbara College, University of California*.

A comparison of the interests of English and American children. LEONA E. TYLER, *University of Oregon*.

School and the "problem child." ELIZABETH Z. JOHNSON AND IJA N. KORNER, *University of Utah*.

Abnormal psychology as a selective factor in the college curriculum. EUGENE S. MILLS, *Whittier College*.

#### Physiological and Comparative II

T. C. RUCH, Chairman

Differential transfer of training between motor tasks of different difficulty. EARL I. JONES AND EDWARD A. BILODEAU, *U. S. Navy Electronics Laboratory, San Diego*.

Is pupillary conditioning established under natural conditions. REED S. BOSWELL AND PAUL B. PORTER, *University of Utah*.

Extinction as a function of work in a pulling response in children. GEORGE DIXON GREER, JR., *Fort Ord*.

One-trial learning of the domestic chicken in classical conditioning. ROGER BROWN LOUCKS, *University of Washington*.

Carbon dioxide discrimination of the cockroach, meal worm, and honeybee. F. D. KLOPPER, *State College of Washington*.

Intra-list variation in size of reward. ROBERT W. LEARY, *University of Washington*.

Discrimination reversal versus alternation between stimulus dimensions. DOUGLAS H. LAWRENCE AND WILLIAM A. MASON, *Stanford University*.

Generalization of instrumental response tendencies from visual size discrimination problems. RALPH H. KOLSTOE, *State College of Washington* (introduced by David Ehrenfreund).

The nature of errors in experimental lie detection. F. L. MARCUSE, *State College of Washington*,

AND D. VAN BUSKIRK, *Provost Marshal General's School, Camp Gordon, Georgia*.

Pattern analysis of autonomic functions. M. A. WENGER, *University of California, Los Angeles*.

A proposed treatment of comparative problems using a mathematical model. ROBERT J. AUDLEY, *State College of Washington* (introduced by F. D. Klopfer).

#### Personality

HOWARD TAYLOR, Chairman

The interpersonal dimension of personality: II. An objective study of repression. ROLFE LAForge, MERVIN B. FREEDMAN, TIMOTHY F. LEARY, HERBERT NABOISEK, AND HUBERT S. COFFEY, *Kaiser Foundation Hospital, Oakland*.

Reality orientation as a function of ability to recognize and feel social premises. LEONARD ULLMAN, *VA Hospital, Palo Alto* (introduced by Robert L. McFarland).

The problem of personality test interpretation: a study of acceptance of stereotyped descriptions as compared with test-based interpretations. NORMAN D. SUNDBERG, *University of Oregon*.

Decision time as related to social desirability and trait strength. CALVIN E. WRIGHT, *University of Washington* (introduced by Allen L. Edwards).

The relationship of reported overt behavior to personality dimensions. ALEXANDER MILTON AND SAMUEL R. PINNEAU, *University of Oregon*.

The expression of personality in the drawings and paintings of adolescents. LOUIS STEWART, *University of California, Berkeley*.

#### Clinical II

KATE KOGAN, Chairman

Sex differences in mental test constancy and related parental variables. MARJORIE P. HONZIK, *University of California, Berkeley*.

Changes in performance on intelligence tests from one month to eighteen years. SAMUEL R. PINNEAU, *University of Oregon*.

A note on the growth of intelligence between 16 and 21 years. NANCY BAYLEY, *University of California, Berkeley*.

A reliability study of Wittenborn's Descriptive Rating Scales for rating currently discernible psy-

chopathology. WILLIAM S. KOGAN AND SHIRLEY PUMROY, *VA Hospital, Seattle*.

Personality aspects of the Strong Production Manager Scale. MANUEL N. BROWN, *VA Hospital, Vancouver*.

Two measures of test structure for Rorschach-like projective tests. ROBERT L. MACFARLAND, *VA Hospital, Palo Alto*.

Improvement of the Picture Arrangement and Picture Completion Tests of the Wechsler-Bellevue Scale (Form I) for use with the mentally deficient. GEORGE R. MURSELL, *Oregon Fairview Home, Salem*.

A comparison of Rorschach and Wechsler indices of mental deterioration. IRLA LEE ZIMMERMAN, ROY M. DORCUS, THOMAS H. STERNBERG, AND M. C. ZIMMERMAN, *University of California, Los Angeles*.

Clinical session, sponsored by APA Division 12. Open to all.

#### Special Sessions

Conference to discuss formation of a Research-Exchange on the Prevention of War. PRYNCE HOPKINS, Chairman

Conference on Problems of the Master's Degree in Psychology. LEONA E. TYLER, Chairman

# PROCEEDINGS OF THE TWENTY-FIFTH ANNUAL MEETING OF THE MIDWESTERN PSYCHOLOGICAL ASSOCIATION

LEE J. CRONBACH, *Secretary-Treasurer*

*University of Illinois*

THE Midwestern Psychological Association held its twenty-fifth annual meeting at the Drake Hotel, Chicago, Illinois, on May 1 and 2, 1953, with 1,940 persons registered. The program was arranged by a committee consisting of Julian B. Rotter, Chairman, Jay L. Otis, and Benton J. Underwood. Chairman of local arrangements was George S. Speer, who was assisted by George G. Stern, Donald J. Lewis, Julius Seeman, Harry P. Shelby, Donald W. Fiske, John W. Cotton, and William C. Krathwohl. George W. Albee, of the APA Central Office, assisted with the placement service.

The program consisted of 173 papers scheduled in 20 sessions. Papers on Learning, Applied Experimental Psychology, Social Psychology, and Clinical Problems were especially numerous. Five symposia were scheduled: Teaching Clinical Psychology since the Boulder Conference, Learning and Behavior Pathology, Methodological Problems in Psychotherapeutic Process Research, the Psychocultural Influence of Television, and Psychological Aspects of Union-Management Relations. David A. Grant, of the University of Wisconsin, delivered the presidential address entitled "Discussion of Sequences in Stimulus Events and the Transmission of Information." It was attended by about 800 persons and was followed by a social hour.

The Council and annual Business Meeting considered the steadily increasing number of abstracts submitted and approved changes in procedure for future years. Hereafter, members only will be allowed to read papers; no person may appear as author for more than one paper. Non-members may be junior authors. In order to avoid hardship to students who might otherwise have planned to present papers in 1954 under sponsorship of members, the Council was authorized to elect by mail ballot suitably qualified applicants who apply by January 1, 1954. As before, any APA member may automatically become a member of MPA by sub-

mitting his dues payment to the Secretary-Treasurer; persons joining under this provision prior to the 1954 program deadline may submit papers. The Business Meeting adopted the principle that open meetings during the period of the convention shall be scheduled only by the program committee. Organizations proposing special open sessions will be required to submit their program suggestions to the program committee.

The Business Meeting endorsed an arrangement whereby APA will assist in placement and public relations activities at future meetings, the cost to be shared by the two associations. While dues for the association remain at \$1.50 per year, a special rate of \$2.50 was set for advance payments for two years at a time.

Judson S. Brown was elected President, and Benton J. Underwood was elected to the Executive Council for a three-year term. Continuing members of the Council are: Marion E. Bunch and Paul E. Meehl, together with the Secretary-Treasurer. David P. Boder and W. A. Owens, Sr. were elected to life membership. The addition of new members listed below brings the total membership to 1,301.

The next annual meeting of the association will be held April 29, 30, and May 1, 1954, at the Deshler-Wallick and Neil House hotels in Columbus, Ohio. Delos D. Wickens, of Ohio State University, will be in charge of local arrangements.

The following 141 APA members became MPA members during the past year:

Adams, Oscar S.	Blair, Harry W.
Adamson, Robert E.	Brackmann, Jr., John F.
Amatora, Sister Mary	Bray, Charles W.
Arnholter, Mrs. H. H.	Brinkmann, Lois
Askren, W. B.	Burdock, Eugene I.
Baehr, George O.	Calvin, James S.
Bakan, Paul	Chance, June E.
Baker, Katherine E.	Charvat, Harold A.
Berkeley, Marvon H.	Cohen, Bertram D.
Bishop, Clayton K.	Cohen, Jerome

Conklin, Jack E.  
 Corwin, Betty J.  
 Cross, Orrin H.  
 Daily, Jr., A. D.  
 Davis, Milton K.  
 Davison, Arthur H.  
 Dean, Sanford J.  
 Diamond, A. Leonard  
 Dinsmoor, James A.  
 Divney, Herbert P.  
 Drevdahl, John E.  
 Dunlap, Jr., Jack W.  
 Dunnette, Marvin D.  
 Enrick, Ralph A.  
 Fitzgerald, Bernard J.  
 Ginsburg, Norman M.  
 Gloye, Eugene  
 Golub, Arnold J.  
 Gross, Zoltan  
 Gustafson, Levarl M.  
 Haglund, Carl A.  
 Hannum, T. E.  
 Harper, Robert S.  
 Harway, Norman I.  
 Harway, Vivian I.  
 Holbrook, Jack D.  
 Hurt, George Rex  
 Jones, Lyle V.  
 Joyce, James  
 Kahn, Arthur  
 Katz, Daniel  
 Klopfer, Walter G.  
 Knowles, Jr., William B.  
 Knox, Trudy  
 Kropp, Russell P.  
 Kupfer, David  
 Landfield, Alvin W.  
 Lanman, Richard W.  
 Lark-Horowitz, Betty  
 Leavitt, George S.  
 Leiman, John M.  
 Lelchuck, Louis  
 Long, Barbara Ellis  
 MacRae, John  
 Maher, Winifred B.  
 McAllister, Dorothy E.  
 McAllister, Wallace R.  
 McCornack, Robert L.  
 McKeachie, Wilbur J.  
 McKnelly, Theodore T.  
 McMurdo, Sally L.  
 McWilliams, R. C.  
 Mech, Edmund V.  
 Meyer, Bill T.  
 Meyer, Priscilla  
 Milholland, John F.  
 Mitchell, Rebecca Nelson  
 Munger, Paul F.  
 Neimark, Edith  
 Nelson, Ralph A.  
 Norris, V. L.

Norton, Joseph L.  
 O'Dea, J. David  
 Page, Curtis W.  
 Patton, Rollin M.  
 Payne, Jr., M. C.  
 Pepinsky, Harold B.  
 Pepinsky, Pauline N.  
 Peterson, Richard O.  
 Pratt, Steve H.  
 Rausch, Harold L.  
 Reid, John W.  
 Reitan, Ralph M.  
 Rigby, Marilyn K.  
 Rigby, W. K.  
 Ring, Jean M.  
 Ritz, Jr., George H.  
 Roberts, S. O.  
 Rosen, Sidney  
 Rothkopf, Ernest Z.  
 Rothschild, Donald A.  
 Rowe, William J.  
 Rozran, Gilbert B.  
 Rupe, J. C.  
 Sanderson, J. Wesley  
 Seltzer, Samuel M.  
 Senders, Virginia L.  
 Siebrecht, Elmer B.  
 Sisson, Boyd D.  
 Smith, Frances E.  
 Soar, Robert S.  
 Spiker, Charles C.  
 Stack, Thelma D.  
 Stanley, Jr., Julian C.  
 Steinberg, Martin  
 Strain, Edward R.  
 Streifeld, Hal  
 Sweet, Alex L.  
 Taubman, Robert E.  
 Thurlow, Willard R.  
 Torrey, Jane  
 Vayhinger, John M.  
 Wagner, Mazie Earle  
 Wald, Robert M.  
 Walker, Francis C.  
 Weinstein, Herbert M.  
 Weisinger, Jr., Carroll  
 Wertheimer, Rita  
 Wesland, Eugene H.  
 West, E. D.  
 Whitmer, Carroll A.  
 Wiley, L. E.  
 Willerman, Ben  
 Winslow, Charles N.  
 Wrenn, C. Gilbert  
 Wright, Glenn E.  
 Zagorski, Henry J.  
 Zeleny, Marjorie P.  
 Zilaitis, Victor  
 Zimny, George H.  
 Zucker, Karl B.

The following 91 non-APA applicants were elected to membership:

Adrian, Audrey F.	Klass, Joseph
Allen, Terrence M.	Long, Donald A.
Anderson, Ernest W.	Lynn, Rosalie
Asher, John W.	Martindale, Robert
Auble, Donavon	Mattair, David
Balma, Michael	McGee, Shanna
Barndt, Robert J.	Mednick, Martha T.
Barrett, Beatrice H.	Mensch, Harold E.
Bennett, Corwin A.	Meryman, John J.
Boldt, Robert F.	Middaugh, Richard
Brams, Jerome Martin	Miller, Gilbert E.
Breckenridge, Clifford W.	Moon, Jr., Louis E.
Canfield, Milton	Munsterberg, Elizabeth
Carpenter, Bruce	Murfin, Fern
Chew, William B.	O'Halloran, Ann
Clair, Dean	Orr, Forrest
Coe, Harold	Partridge, Cloyd R.
Creaser, James W.	Pearson, Richard G.
Daily, John M.	Peterson, Lloyd R.
DeSoto, Clinton	Raymond, Charles
Dick, R. Dale	Ricci, John
Draper, Richard D.	Richardson, Jack
Durand, Shirley	Roazen, I. Harvey
Eger, Lawrence	Roberts, Alan H.
Evans, Howard	Runquist, Willard
Ferdinand, Theodore	Scheible, Helen
Fobbs, Mrs. Helaine	Schoeffler, Max S.
Franklin, George W.	Schrier, Allan M.
French, Gilbert M.	Shields, Ethel Ann
Fulker, Edmund	Shontz, Franklin
Gardner, Ray	Sidowski, Joseph
Goy, Robert W.	Siegmán, Aron
Griffin, Warren B.	Singer, Paul
Harford, Dorothy	Smith, Jean Judson
Harris, Richard	Smith, Jr., Orville A.
Harris, Shelby	Smith, Patricia
Henderson, Jr., George W.	Smith, Wellington
Holder, Elaine	Smith, William
Holder, Wayne B.	Stevens, Samuel N.
Hunt, Darwin P.	Straughan, James
Jahnke, John	Wagner, R. Lee
Jenson, Bonnie E.	Weinstock, Solomon
Jones, Donald R.	Weir, Margaret
Jones, Leah M.	Wells, Ruth
Kidd, Jerry	Williams, Paul L.

## PROGRAM

Abstracts of papers have been deposited with the ADI Auxiliary Publications Project, Photoduplication Service, Library of Congress, Washington 25, D. C., as Documents No. 3993-4012. When ordering, remit the price listed below for photoprints or 35 mm. microfilm, using check or money order payable to: Chief, Photoduplication Service, Library of Congress. Advance payment is required.

Title	ADI No.	Microfilm	Photoprint
Learning I	3993	\$2.00	\$3.75
Learning II	3994	\$2.00	\$3.75



Title	ADI No.	Microfilm	Photoprint
Learning III	3995	\$2.00	\$3.75
Learning IV	3996	\$2.00	\$3.75
Applied Experimental I	3997	\$1.75	\$2.50
Applied Experimental II	3998	\$1.25	\$1.25
Sensation and Perception	3999	\$1.75	\$2.50
Physiological	4000	\$1.75	\$2.50
Industrial	4001	\$1.75	\$2.50
Personnel	4002	\$1.75	\$2.50
Guidance	4003	\$1.25	\$1.25
Measurement	4004	\$1.75	\$2.50
Personality	4005	\$1.75	\$2.50
Anxiety	4006	\$1.75	\$2.50
Social I	4007	\$2.00	\$3.75
Social II	4008	\$1.75	\$2.50
Clinical I	4009	\$1.75	\$2.50
Clinical II	4010	\$1.75	\$2.50
Projective Techniques	4011	\$1.75	\$2.50
Developmental and Educational	4012	\$1.75	\$2.50

### Learning I

DONALD J. LEWIS, *Northwestern University*, AND  
EDWARD L. WALKER, *University of Michigan*,  
Chairmen

LLOYD E. HOMME, *University of Pittsburgh*. Spontaneous recovery from extinction in relation to spacing of acquisition.

D. W. LAUER AND W. K. ESTES, *Indiana University*. Successive acquisitions and extinctions of a jumping habit in relation to reinforcement schedule.

M. RAY DENNY, JACK L. MAATSCH, AND RUTH H. WELLS, *Michigan State College*. Resistance to extinction as a function of the discrimination habit established during fixed ratio reinforcement.

M.U. ENINGER, *Carnegie Institute of Technology*. Massing of incorrect trials as a variable in discrimination learning.

JOHN D. SNIDE AND DELOS D. WICKENS, *Ohio State University*. The effects of an unreinforced stimulus component upon the extinction of a conditioned galvanic skin response.

SYDNEY HELLYER, *Indiana University*. An investigation of drinking time as a variable in amount-of-reinforcement studies.

PHILBURN RATOOSH AND CARL A. SILVER, *Ohio State University*. Behavior in a two-choice situation.

JAMES H. STRAUGHAN AND WILLIAM K. ESTES, *Indiana University*. Analysis of a random-rein-

forcement situation in terms of statistical learning theory.

JOHN A. MODRICK, *University of Michigan*. Learning under uncertainty: prediction of events under conditions of indeterminacy and partial information.

EDITH NEIMARK, *Indiana University*. The effect of three partial-reinforcement schedules in a two-choice situation.

FREDERICK H. KANFER, *Indiana University*. The effect of partial reinforcement on acquisition and extinction of a class of verbal responses.

DONAVON AUBLE AND E. VICTOR MECH, *Indiana University*. Partial verbal reinforcement related to distributed practice in a classroom situation.

SOLOMON WEINSTOCK, *Indiana University*. Partial reinforcement and extinction of a running habit at a 24-hour intertrial interval.

B. D. COHEN, H. I. KALISH, J. R. THURSTON, AND E. COHEN, *VA Hospital, Iowa City*. The experimental manipulation of verbal behavior.

### Learning II

ARNOLD BUSS, *Carter Memorial Hospital, Indianapolis*, AND WILSE WEBB, *Washington University*,  
Chairmen

BOYD L. MATHERS, JAMES J. JENKINS, AND WALLACE A. RUSSELL, *University of Minnesota*. The strength of verbal associations and the phenomena of associative clustering.

NORMAN FRISBEY AND M. RAY DENNY, *Michigan State College*. Pursuit-rotor performance under alternate conditions of distributed and massed practice.

ROBERT F. BOLDT, *Iowa State College*. Motor learning in college students and mental defectives.

JOHN A. STARKWEATHER, *Northwestern University*. An experimental test of conditioned inhibition in motor learning.

DOUGLAS S. ELLIS, RAYMOND E. SCHUCKER, AND LUCIA B. STEVENS, *Iowa State College*. A retest for conditioned inhibition in the alphabet printing task.

DOROTHY E. MCALLISTER, *State University of Iowa*. The effects of various kinds of relevant verbal pretraining on subsequent motor performance.

- ROBERT K. YOUNG AND BENTON J. UNDERWOOD, *Northwestern University*. Transfer in verbal learning as a function of response differentiation in the stimuli-different, responses-varied paradigm.
- HELEN SCHEIBLE AND BENTON J. UNDERWOOD, *Northwestern University*. The influence of overt error frequency on rate of serial learning.
- HELEN G. PRICE AND DON LEWIS, *State University of Iowa*. Pronouncing behavior as a factor in serial learning.
- E. JAMES ARCHER, *University of Wisconsin*. Effect of rest-interval activity on short-interval retention of serial nonsense syllables.
- MELVIN H. MARX, *University of Missouri*. A confirmation of a modified Thorndikian spread-of-effect hypothesis in a normal multiple-choice learning situation.
- EDWARD SCHWARTZ, *Northwestern University*. Processes of immediate memory: the perceptual manipulation of symbols.
- R. G. POLAND, H. V. COBB, AND R. T. DAVIS, *University of South Dakota*. The use of pure tones in stimulus categorization.
- SHINKURO IWAHARA AND NISSIM M. LEVY, *University of Missouri*. An experimental study of extinction in a straight alley.
- J. P. COSTILOE AND H. W. COPPOCK, *University of Oklahoma*. An investigation of conditioned facilitation and inhibition of GSR's in the white rat.
- DELOS D. WICKENS, HAROLD SCHRODER, AND JOHN D. SNIDE, *Ohio State University*. Primary stimulus generalization under two conditions of training.
- CHARLES C. PERKINS, JR., *Kent State University*. Stimulus generalization of a bar-pressing response following two types of training.
- SHELDON J. LACHMAN, *Wayne University*. An experimental study of absolute and relational stimulus training in discrimination learning.

### Learning III

DONALD R. MEYER, *Ohio State University*,  
Chairman

- DONALD A. GAAL, *Carnegie Institute of Technology*. The rate of learning an instrumental response as a function of the duration of the conditioned stimulus.
- WALLACE R. McALLISTER, *State University of Iowa*. The effect on eyelid conditioning of shifting the CS-US interval.
- CARL A. SILVER AND DONALD R. MEYER, *Ohio State University*. Temporal factors in sensory preconditioning.
- JACK L. MAATSCH, HARVEY M. ADELMAN, AND M. RAY DENNY, *Michigan State College*. Effort and extinction rate: a disconfirmation.
- ERNST Z. ROTHKOPF, *Human Resources Research Center, Chanute AFB*. Distribution of practice and the temporal decay of response-produced stimuli.
- NISSIM M. LEVY, *University of Missouri*. Latent extinction in a single unit U maze with differentiated end boxes.
- HARRY F. HARLOW AND GERALD MCCLEARN, *University of Wisconsin*. Discrimination learning by monkeys on the basis of manipulation motivation.
- ROBERT A. BUTLER, *University of Wisconsin*. Discrimination learning by Rhesus monkeys to visual exploration motivation.
- DONALD R. LUNDGREN AND MAX U. ENINGER, *Carnegie Institute of Technology*. An extension of the Tolman-Gleitman study: equal reinforcements in both end boxes followed by shock in one end box.
- CHARLES K. RAMOND, *State University of Iowa*. Performance in selective learning as a function of hunger.
- AUGUSTUS D. DAILY, *Carnegie Institute of Technology*. The effect of variation of relevant drive on the learning of a simple position habit.
- BETTY JANE CORWIN, *Bowling Green State University*. An investigation of the influence of competing drive states on extinction of the running response.
- CLAYTON K. BISHOP, *Denison University*. Summation and generalization of response strength when based on hunger and thirst drive.
- JOHN J. MERYMAN, *State University of Iowa*. The magnitude of startle response as a function of hunger and conditioned fear.

### Learning IV

LAWRENCE STOLUROW AND G. ROBERT GRICE,  
*University of Illinois*, Chairmen

ROBERT W. GOY AND HOWARD F. HUNT, *University of Chicago*. The resistance of an instrumental response to suppression by conditioned fear.

LEO L. GLADIN AND M. RAY DENNY, *Michigan State College*. An experimental analysis of "abnormal fixation" in rats.

PAUL WILLIS, *Carnegie Institute of Technology*. The role of anxiety-induced stimulation as a mediator of transfer effects.

JOHN W. COTTON, *Northwestern University*. Running time as a function of amount of food deprivation.

STANLEY C. RATNER, *Indiana University*. Bar-pressing and dipper-approaching as a function of training conditions and the presence or absence of a secondary reinforcing stimulus.

D. P. OGDON, T. KANEKO, AND N. M. LEVY, *University of Missouri*. On "the structure of acts."

#### Applied Experimental I

WALTER F. GREYER, *Ohio State University*,  
Chairman

ABRAM M. BARCH, *Human Resources Research Office*. A study of the effect of varying difficulty of task and stimulus-response relations on the performance of a complex tracking task.

MARTY R. ROCKWAY AND ROSS L. MORGAN, *Wright-Patterson AFB*. The effect of changed context on the performance of a compensatory tracking task.

DANIEL HOWLAND AND MERRILL E. NOBLE, *Ohio State University*. The effect of physical constants of a control on tracking performance.

JOHN W. SENDERS, VIRGINIA L. SENDERS, AND RONALD A. WALLIS, *Antioch College*. Coordination measures on a two-hand pursuit task.

ROBERT E. MORIN AND DAVID A. GRANT, *University of Wisconsin*. Original performance and learning on a motor task as a function of stimulus-response correspondence.

WILLIAM F. BATTIG, *University of Wisconsin*. The effect of kinesthetic, verbal, and visual cues on the acquisition of a motor skill.

LEONARD J. WEST, *Technical Training Research Laboratory, Chanute AFB*. Verbally induced sets toward speed and accuracy in a motor skill.

#### Applied Experimental II

STANFORD C. ERICKSEN,  
*Human Relations Research Office*, Chairman

R. L. DEININGER, P. M. FITTS, AND M. E. NOBLE, *Ohio State University*. Stimulus-response compatibility. II. The effect of two stimulus variables on a single set of responses.

CHARLES O. NYSTROM, ROBERT E. MORIN, AND D. A. GRANT, *University of Wisconsin*. Transfer effects between automatically paced and self-paced training schedules in a perceptual-motor task.

VIRGINIA L. SENDERS, *Antioch College*. The effect of number of dials on qualitative reading of a multiple-dial panel.

M. CARR PAYNE AND W. E. KAPPAUF, *University of Illinois*. Patterns of constant errors in linear interpolation as a function of scale size.

#### Sensation and Perception

PHILBURN RATOOSH, *Ohio State University*, AND  
WILLIAM H. LICHTER, *University of Missouri*,  
Chairmen

KENNETH T. BROWN, *Aero Medical Laboratory, Wright Air Development Center*. Rate of perceptual change of an ambiguous figure as a function of inspection time.

ARTHUR J. RIOPELLE, *Emory University*, AND KAO LIANG CHOW, *Yerkes Laboratories of Primate Biology*. Area-intensity relations at various retinal locations.

A. L. DIAMOND, *Northwestern University*. Foveal simultaneous brightness contrast as a function of inducing and test field luminances.

H. LEIBOWITZ AND F. A. MOTE, *University of Wisconsin*. Simultaneous contrast as a function of separation between test and inducing fields.

J. E. CONKLIN AND R. H. BROWN, *Ohio State University*. The lower rate threshold for visual discrimination of movement as a function of exposure time.

PAUL BAKAN, *University of Illinois*. The change of threshold as a measure of decrement in a vigilance task.

OSCAR S. ADAMS, *Ohio State University*. An investigation of the effects of stereo-image decentration and stereo-base on judgments of apparent size.



ELEANOR R. ADAIR AND F. A. MOTE, *University of Wisconsin*. Dark adaptation after intermittent and continuous pre-exposures of equal duration.

IRA J. HIRSH AND W. D. BOWMAN, *Central Institute for the Deaf*. Masking of speech by bands of noise.

GERALD F. RABIDEAU AND JOSEPH TIFFIN, *Purdue University*. The relationship of number of judgments to reliability of Muller-Urban constant thresholds.

LEE W. GREGG, *Carnegie Institute of Technology*. The effect of inter-stimulus interval on fractionation of temporal duration.

A. R. LAUER, *Iowa State College*. An experimental study of certain proportions of form preferences.

### Physiological

P. B. SHURRAGER, *Illinois Institute of Technology*, Chairman

WILLIAM M. TAYLOR, *Beloit College*. An investigation of surface skin temperature changes in comparison with other physiological indices.

GOLDINE C. GLEESER, *Washington University Medical School*. A method of statistical treatment for electronically analyzed EEG data.

JOHN B. FINK, *Indiana University*. Acquisition and extinction of an incidental muscle-tension set to a contingent stimulus.

DONALD B. LINDSLEY, *University of California, Los Angeles*. Response to photic stimulation in visual pathways from retina to cortex.

RAYMOND C. MILES, DONALD R. MEYER, AND PHILBURN RATOOSH, *Ohio State University*. Color vision in the cat: a re-evaluation.

DONALD R. MEYER, WALTER ISAAC, AND BRENDAN A. MAHER, *Ohio State University*. The role of stimulation in "spontaneous" reorganization of visual habits.

ARTHUR KAHN, *Naval Research Laboratory*. The effect of the prefrontal lobotomy on the drinking response of the albino rat.

E. J. HOVORKA, *Tulane University*. The effect of intensity of electro-convulsive current upon an immediately preceding response.

W. R. HOOD, C. P. HEADLEE, AND H. W. COPPOCK, *University of Oklahoma*. Secondary reinforcing effects of stimuli associated with primary reinforcements of glucose and of insulin injections.

CHARLES E. PLATT, *DePauw University*. The effect of di-isopropyl fluorophosphate (DFP) on the rate of learning a discrimination problem by albino rats during the period of physiological recovery.

### Industrial

E. J. MCCORMICK, *Purdue University*, Chairman

RUDOLPH KEIL AND WILLARD A. KERR, *Illinois Institute of Technology*. An experimental study of industrial monotony.

FRANK J. SMITH AND WILLARD A. KERR, *Illinois Institute of Technology*. Content analysis of the industrial exit interview.

B. J. SPEROFF, *University of Chicago*. Job satisfaction study of two small unorganized plants.

ROBERT C. MCWILLIAMS AND ROY A. DOTY, *George Fry & Associates*. A comparison of the test performance of industrial research supervisors and non-supervisory industrial research personnel.

ELMER B. SIEBRECHT, *Iowa State College*. A note on ages at which males have accidents.

ROSS STAGNER, *University of Illinois*. A structured projective test of union-management attitudes.

ROY A. DOTY, *George Fry & Associates*. Five-year follow-up of predicted job success at the managerial level.

### Personnel

DORA E. DAMRIN, *University of Illinois*, Chairman

MARVIN D. DUNNETTE, *University of Minnesota*. A special analogies test for the evaluation of graduate engineers.

MORRIS I. STEIN, BERNARD MEER, AND ALBERT J. CARON, *University of Chicago*. Perceptual organization in a study of creativity.

WALTER L. WILKINS, MARILYN K. RIGBY, AND O. F. ANDERHALTER, *St. Louis University*. Sociometric ratings of Marine Corps officer candidates.

MARILYN K. RIGBY, WALTER L. WILKINS, AND O. F. ANDERHALTER, *St. Louis University*. Peer ratings of Marine Corps officer candidates.

ROBERT GLASER AND OWEN JACOBS, *American Institute for Research*. Predicting achievement in medical school: a comparison of preclinical and clinical criteria.



- R. B. McHUGH AND W. A. OWENS, *Iowa State College*. Age changes in mental organization—a longitudinal study.

### Guidance

ARTHUR E. BRAYFIELD, *Kansas State College*,  
Chairman

- KENNETH A. MILLARD, *Macalester College*. How accurate are ACE scores from the Minnesota State Testing Program?
- L. J. BISCHOF, *Southern Illinois University*. Relationship of GATB scores and academic grades.
- JOHN C. FLANAGAN, *American Institute for Research*. Job-element aptitude classification tests.
- MICHAEL A. ZACCARIA AND ROBERT B. CLAYTON, *Human Resources Research Center, Lackland AFB*. A holistic approach to interest measurement.
- J. RICHARD PORTER, *Psychological Service of Pittsburgh*. The relation of mental ability, emotional adjustment, and father's occupation to vocational plans of high-school senior boys.

### Measurement

- LYLE V. JONES, *University of Chicago*, Chairman
- JOHN E. MILHOLLAND, *University of Michigan*. Four kinds of reproducibility in scale analysis.
- C. J. BURKE, *Indiana University*. Item difficulty and the concept of factor density.
- HAROLD P. BECHTOLDT, *State University of Iowa*. A factor analysis of verbal skills.
- GERALD M. RAPAPORT AND IRWIN A. BERG, *Northwestern University*. Response sets in a multiple-choice testing situation.
- MARVIN H. BERKELEY, *Human Resources Research Center, Lackland AFB*. A method for developing equivalent forms of tests of complex functions.

### Personality

- ROBERT I. WATSON, *Northwestern University*,  
Chairman
- HARVEY M. ADELMAN, *Michigan State College*,  
AND GERALD ROSENBAUM, *Wayne University*. Extinction of goal-directed behavior as a function of frustration at various distances from the goal.

- MELVIN P. REID, DORE GORMEZANO, BERNARD M. BASS, AND WILLIAM P. HURDER, *Louisiana State University*. Validity of a manifold classification of stress as indicated by movie-stimulated recall of football players.

BERNARD J. FITZGERALD, JULIAN B. ROTTER, AND JAMES N. JOYCE, *Ohio State University*. A comparison of some objective measures of expectancy.

STANFORD J. DEAN, *Ohio State University*. The effects of failure and cultural standard on two stated levels of aspiration.

JUNE E. CHANCE, *Ohio State University Medical Center*. Generalization of expectations mediated by commonness of reinforcement.

ERWIN J. LOTSOFF, *Ohio State University*. A methodological study of strength of reinforcement as related to decision time.

SOLIS L. KATES AND RUTH M. JORDAN, *University of Oklahoma*. The social-stimulus self and self image related to personality and psychotherapy.

EUGENE E. LEVITT AND SEYMOUR L. ZELEN, *State University of Iowa*. An experimental evaluation of the validity of the *Einstellung* test as a measure of rigidity.

BERNARD SPILKA, *Human Resources Research Center, Randolph AFB*, AND E. STRUENING, *Purdue University*. A questionnaire study of personality and ethnocentrism.

JOHN G. MARTIRE, *State University of Iowa*. Relationships between the strength and generality of achievement motivation and the self concept.

### Anxiety

- I. E. FARBER, *University of Iowa*, Chairman
- FRANKLIN C. SHONTZ, *Western Reserve University*. An experimental demonstration of the effects of frustration and threat on two kinds of behavior in C3H mice.
- HOWARD F. HUNT AND LEON S. OTIS, *University of Chicago*. The effect of electro-convulsive shock (ECS) on experimentally induced "conflict."
- H. W. COPPOCK, *University of Oklahoma*. Responses of S to his own GSR's as modified by suggestion and incipient fatherhood.
- J. D. MATARAZZO, GEORGE A. ULETT, AND GEORGE SASLOW, *Washington University School of Medicine*. Human maze performance as a function of anxiety level.

RICHARD J. HABERLE, *Loyola University*. The effect of the use and threatened use of electric shock on the maze-learning of human subjects.

LEONARD D. GOODSTEIN, *State University of Iowa*. Interrelationships among several measures of anxiety and hostility.

### Social I

JACK C. GILCHRIST, *University of Wisconsin*,  
Chairman

LEONARD BERKOWITZ, *Human Resources Research Center, Randolph AFB*. Group standards, cohesiveness, and productivity.

JANE W. TORREY AND BEN WILLERMAN, *University of Minnesota*. Factors related to discussion participation in student-living groups.

BEN WILLERMAN, *University of Minnesota*. Control and common fate as related to member-group attitudes toward a coalition.

RICHARD B. SEYMOUR, *University of Nebraska*. Regional differences in some psychological beliefs.

DONALD N. ELLIOTT AND BERNARD WITTENBERG, *Wayne University*. Relationship between attitude toward Jews and accuracy of identification of Jews as a function of labeling bias.

GEORGE DEVOS, *Elgin, Illinois*. Comparison of affective loadings in the Rorschach responses of Japanese-American and American normal groups.

BERNARD A. STOTSKY AND SHELDON J. LACHMAN, *Ann Arbor, Michigan*. Some relationships between certain personal data, social attitudes, and political preference.

ELIZABETH G. FRENCH AND RAYMOND R. ERNEST, *Human Resources Research Center, Lackland AFB*. The relationship between authoritarianism and acceptance of military ideology.

PAUL D. HOOD AND GEORGE VENING, *Ohio State University*. A technique for measuring frames of reference within an organization.

RICHARD O. PETERSON, *American Institute for Research*. Limitations of Likert attitude scales imposed by differences in standardizing groups.

### Social II

JOHN HEMPHILL, *Ohio State University*, Chairman

BRUCE J. BIDDLE, *University of Michigan*. Social norms and leadership in formal groups.

ALLEN R. SOLEM, *North Carolina State College*. The influence of the discussion leader's attitude on the outcome of group decision conferences.

RAY PRUITT AND BERNARD M. BASS, *Louisiana State University*. Key groups—a method for standardizing the study of situational factors associated with leadership.

JOHN V. MOORE, *Chanute AFB*. A factor analysis of subordinate evaluations of non-commissioned officer supervisors.

ROBERT L. FRENCH, DOROTHY M. KNOELL, AND GLEN F. STICE, *Human Resources Research Center, Randolph AFB*. Measures of attitudes and performance during early training as predictors of B-29 crew performance in Korean combat.

### Clinical I

JULIAN PATHMAN, *Northwestern University*,  
Chairman

BORIS BREIGER, *Chicago State Hospital*. The use of the Wechsler-Bellevue Picture Arrangement subtest as a projective technique.

SAMUEL J. BENVENISTE, *Chicago State Hospital*. Some theoretical considerations concerning "scatter analysis" of the Wechsler-Bellevue.

GEORGE G. STERN, *University of Chicago*. Studies in personality typologies: the N, R, and S syndromes.

FRANCES E. SMITH, *Garrett Biblical Institute*. Individual differences in adjective response in free and controlled types of verbal association.

GEORGE O. BAEHR, *VA Hospital, Danville, Illinois*. The comparative effectiveness of individual psychotherapy, group psychotherapy, and a combination of these methods.

### Clinical II

T. ERNEST NEWLAND, *University of Illinois*,  
Chairman

RALPH M. REITAN, *Indiana University Medical Center*. Intellectual functions in myxedema.

SEYMOUR ROSENBERG AND JAMES CURTISS, *San Antonio, Texas*. The effect of stuttering on the behavior of the listener.

DANIEL F. NOVAK, *Illinois State Training School for Boys*. A comparison of vocational interests of delinquent and nondelinquent boys.

VIVIAN I. HARWAY, *Michigan State Normal College*. Self-evaluation and goal-striving in orthopedically handicapped children.

MARCUS B. SHEFFER AND WILLIAM H. FUNDERBURK, *Traverse City State Hospital*. Semicarbazide convulsive therapy induced by photic stimulation in schizophrenia.

ROBERT W. HARRINGTON AND J. C. EHLMANN, *Michigan State College*. Complexity of response as a factor in the vocabulary performance of schizophrenics.

WILSON H. GUERTIN AND VICTOR ZILAITIS, *VA Hospital, Knoxville, Iowa*. A transposed factor analysis of paranoid schizophrenia.

EDMUND JACOBSON, *Laboratory for Clinical Physiology, Chicago*. Neuromuscular television—a pedagogic method for patients and/or students.

#### Projective Techniques

DANIEL R. MILLER, *University of Michigan*,  
Chairman

WAYNE H. HOLTZMAN, ALLEN D. CALVIN, AND IRA ISCOE, *University of Texas*. Rorschach color responses and manifest anxiety in college women.

JAMES E. HEENAN, *Lincoln, Nebraska*. An investigation of certain indices of anxiety in presurgery and postsurgery patients.

HENRY J. LAMBIN, JR., *Criminal Court of Cook County*. Prediction of the academic achievement and professional adjustment of student nurses by use of the group Rorschach.

IRWIN J. KNOPF, *State University of Iowa College of Medicine*. A study of the effects of recent perceptual training and experience on the Rorschach performance.

RITA WERTHEIMER, *West Virginia University*. Validation of specific Rorschach variables with sociometric data.

ROY M. HAMLIN, *University of Pittsburgh Western Psychiatric Institute*. Effects of color and of form on a simple card-sorting task.

E. EARL BAUGHMAN AND ARVORD W. BELDEN, *University of Wisconsin*. The effects of figure-ground contrast upon perception as evaluated by a modified Rorschach technique.

PHILIP H. DUBOIS, *Washington University*, AND ARNOLD H. HILDEN, *VA Mental Hygiene Clinic, St. Louis*. The P-scale on the Rorschach: a methodological study.

BERNARD H. LIGHT, *West Virginia University*. A comparative study of a series of TAT and CAT cards with preadolescent children.

HENRY ANGELINO, *University of Oklahoma*. The validity of the children's form of the Rosenzweig Picture-Frustration Study.

#### Developmental and Educational

FRANCES A. MULLEN, *Chicago Board of Education*, Chairman

FRANK M. LACHMANN, *Northwestern University*. Normal and anomalous EEG's as related to intelligence test performance and dyslexia.

JOHN M. MACRAE, *University of Omaha*. A study of the development of foster children now of school age who were given mental tests as infants.

THOMAS E. HANNUM, *Iowa State College*. Identification and measurement of the arithmetical concepts and abilities of preschool and primary grade school children.

G. K. YACORZYNSKI, *Northwestern University Medical School*. Effects of prolonged, precipitate, and spontaneous labor and delivery upon psychological functions.

CLAIRE KEPLER PURCELL, *University of Nebraska*. A Rorschach study of adjustment prediction, developmental trends, and normative data with kindergarten children.

E. D. FITZPATRICK, L. J. BISCHOF, AND L. L. PATHEAL, *Southern Illinois University*. A comparison of the extent of retention accompanying the use of three teaching-testing procedures.



# PROCEEDINGS OF THE TWENTY-FOURTH ANNUAL MEETING OF THE EASTERN PSYCHOLOGICAL ASSOCIATION

GORHAM LANE, *Secretary*  
*University of Delaware*

THE twenty-fourth annual meeting of the Eastern Psychological Association was held on April 24 and 25, 1953, at the Hotel Statler, Boston, Massachusetts. A total of 1,274 persons registered at the meeting. Of these, 631 were members of the Association, 402 were guests, and 241 were new members who joined the Association at the meeting. The present active membership of the Association totals 2,251, which represents an increase of 284 members for the fiscal year.

Edwin B. Newman was in charge of local arrangements for the meeting. He was assisted by Chester Bennett, Charles McArthur, Leonard Mead, Edward H. Nowlan, SJ, Bertrand Warren, and Michael Zigler. The Program Committee, consisting of Douglas Courtney, chairman; Joseph M. Bobbitt, and Eliot Stellar, scheduled 151 scientific papers (presented in twenty sessions), 4 symposia, and 5 special meetings. Neal E. Miller presented the annual Presidential Address entitled "A Theoretical and Experimental Analysis of Conflict Behavior."

Among the more significant items transacted at the Annual Business Meeting and at the Board of Directors Meeting were the following:

1. Harold Schlosberg was elected President (1953-54) and Charles N. Cofer and Neal E. Miller were elected to the Board of Directors (1953-56). Norman O. Frederiksen was elected Treasurer for a three-year term (1953-56).

2. The following appointments and reappointments were made: Committee on Local Arrangements, Richard P. Youtz, chairman; Program Committee, Edward J. Shoben; Membership Committee, Andrew H. Souerwine; Election Committee, Mortimer H. Applezweig; Auditing Committee, Lyle H. Lanier and J. McV. Hunt; Representative to AAAS, Herbert W. Rogers; Representatives to American Academy of Political and Social Science, Solomon Asch and James C. Diggory.

3. It was announced that the 1954 meeting will be held at the Hotel New Yorker in New York City on April 9 and 10. The meeting the following year

will be held at the Hotel Benjamin Franklin in Philadelphia.

4. Four non-APA members were approved for membership and one was rejected.

5. A motion was adopted expressing appreciation to Wilbert S. Ray, the retiring Treasurer.

6. The Association voted to express its thanks to the Committee on Local Arrangements, the Boston Convention Bureau, and the Hotel Statler.

7. The Association adopted a resolution concerning academic freedom. Essentially, the resolution reaffirmed the necessity for freedom of scientific inquiry and expression and deplored attempts to limit such freedom.

8. The interim report and budget were presented by the Treasurer, Wilbert S. Ray. Both reports were approved. The Treasurer's audited financial statement for the fiscal year 1952-53 follows:

## FINANCIAL STATEMENT AS OF MAY 1, 1953

### *For the Fiscal Year 1952-53*

#### INCOME

Membership dues	
Dues for current year, 1952-53	..... \$1650.03
Dues in arrears	..... 183.00
Dues paid in advance	..... 14.00
Guest fees	..... 431.00
Sale of programs	..... 40.25
Interest on savings account	..... 71.31
Exhibitors' fees	..... 506.00
Total income	..... \$2895.59

#### EXPENDITURES

Publication of proceedings	..... \$ 298.65
Office of the secretary	..... 1350.10
Office of the treasurer	..... 50.00
Printing, supplies, postage	..... 831.08
Program committee	..... 71.60
Traveling expenses of officers	..... 49.35
Miscellaneous	..... 21.05
Special gifts to APA	..... 400.00
Expenses at annual meeting	..... 520.95
Total expenditures	..... \$3592.78
Deficit for 1952-53	..... \$ 697.19



## BALANCE SHEET

Cash: Bank of New York .....	\$1752.90
New York Savings Bank .....	2326.23
<hr/>	
Total cash .....	\$4079.13
Capital: As of May 1, 1952 .....	\$4776.32
Deficit for 1952-53 .....	697.19
<hr/>	
Total capital .....	\$4079.13

We, the Auditing Committee for the year 1952-53, have examined the records in connection with this statement and find it to be a true and correct account.

Signed .....  
J. McV. HUNT                      LYLE H. LANIER

## PROGRAM

## Perception and Personality

JOSEPH MASLING, *Institute for Research in Human Relations*, Chairman

Verbal inhibition in subception. JOHN LOWENFELD, *The Pennsylvania State College*.

Stimulus generalization in subception. SEYMOUR RUBENFELD, *The Pennsylvania State College*.

Retention of affectively toned verbal material by normals and neurotics. SAMUEL F. KLUGMAN, *VA Hospital, Coatesville, Pennsylvania*.

Perceptual behavior of "normal" and "abnormal" individuals. BLOSSOM T. WIGDOR, *McGill University and Queen Mary Veterans Hospital, Montreal, Quebec*.

The relationship of cooperation to the sharpening-leveling continuum. DANIEL G. TEAR AND GEORGE M. GUTHRIE, *The Pennsylvania State College*.

The consistency of psychological defenses against threat. RICHARD S. LAZARUS, *The Johns Hopkins University*.

Relevant attitude as a factor in the interpretation of social events. DANIEL M. WILNER, *Research Center for Human Relations, New York University*.

The relationship between general attitude toward the army and specific attitudes of acceptance and/or rejection of items of QM issue. JAMES F. PARKER AND RAY C. HACKMAN, *University of Maryland*.

## Clinical Psychology I

G. WILSON SHAFFER,  
*The Johns Hopkins University*, Chairman

Family group therapy as a treatment method. JOHN E. BELL, *Clark University*.

The clinician as judge: the reliability and validity of judgments of adjustment inferred from Rorschach single-card performance. S. THOMAS CUMMINGS, *Aspinwall VA Hospital and the University of Pittsburgh*.

The clinician as judge: the reliability and validity of judgments based on total Rorschachs and on summaries of comprehensive clinical studies. RICHARD L. NEWTON, *Western Psychiatric Institute and Clinic and the University of Pittsburgh*.

The clinician as judge: implications of a series of studies. ROY M. HAMLIN, *Western Psychiatric Institute and Clinic and the University of Pittsburgh*.

An investigation of some differences between symptomatic and idiopathic epileptics and between epileptics and nonepileptics. CYNTHIA P. DEUTSCH, *Hofstra College and Montefiore Hospital, Bronx, New York*.

The paradoxical effects of prefrontal lobotomy. J. Q. HOLSOPPLE, RICHARD L. JENKINS, AND FLORENCE R. MIALE, *Veterans Administration, Washington, D. C. and City College, New York*.

The prediction of irregular discharges in the hospitalization of the tuberculous by means of psychological tests. LEE GUREL AND THORNTON S. JENNINGS, *VA Center, Martinsburg, West Virginia*.

The prediction of course and outcome in schizophrenia. FRANK ROSENBLATT, *Cornell University*.

## Evaluation and Measurement I

FREDERICK B. DAVIS, *Hunter College*, Chairman

The effects of certain types of preparation for the selective service college qualification test. DOUGLAS G. SCHULTZ, *Educational Testing Service*.

Methodology of reliability and validity studies in a college guidance poll. E. M. BENNETT, R. ALPERT, R. L. BLUMQUIST, AND A. C. GOLDSTEIN, *Tufts College*.

Development of a factor battery for student nurses. NATHAN JASPEN, *National League for Nursing*.

Mechanistic versus nonmechanistic techniques for reading improvements on the college level. SHIRLEY ULLMAN WEDEEN, *Brooklyn College*.

The development and construction of a career inventory for occupational therapy. HYMAN BRANDT, *American Occupational Therapy Association*.

An experimental comparison of two forms of a scale of manifest anxiety. JOYCE B. MCCREARY AND A. W. BENDIG, *University of Pittsburgh*.

Using trend-fitting predictor weights to improve cross-validation. ROBERT PERLOFF, *Personnel Research Section, AGO*.

A pictorial technique for studying ethnic attitudes. ROBERT CHIN, MARTIN GROSSACK, FREDDIE SABGHIR, AND LAWRENCE SCHLESINGER, *Boston University, Air Force School of Aviation Medicine, and the George Washington University*.

#### Human Learning

STANLEY G. ESTES, *Harvard University*, Chairman

A study of factors influencing incidental learning. GEORGE HASKELL BROWN, *New York University*.

The effects of shock threat on the responses to relevant and incidental stimuli. ROBERT E. SILVERMAN, *New York University*.

Latent learning and discrimination reversal in human discrimination learning. LEIGH MINTURN, *Harvard University*.

The influence of alteration of stimulus context on generalization in verbal learning in the negative transfer situation. NORMAN M. PARIS, *University of Maryland*.

Proactive inhibition as a function of degree of original learning. HARRY SANDS, *The Committee for Public Understanding of Epilepsy*.

Some effects of categories on recall. RAVENNA MATHEWS, *Smith College*.

Temporal changes in the organization of recalled words. HOWARD BRAND, *University of Connecticut*.

#### Physiological Psychology

ELIOT STELLAR, *The Johns Hopkins University*, Chairman

The influence of three constant temperatures upon the psychosomatic development of white mice. W. T. APPELL, *Adelphi College and Hillside Hospital, Glen Oaks, Long Island*.

Muscle action potentials produced in various ways and their relation to "breakdown" in ergographic work. SHERWIN J. KLEIN, *Aeronautical Medical Equipment Laboratory, Philadelphia Naval Base*.

Pure mental effort and cardiac potentials. ADELBERT FORD, *Lehigh University*.

Effects of castration and androgen administration upon sexual activity in male dogs. JERRY KAGAN, SHERMAN J. TATZ, AND FRANK A. BEACH, *Yale University*.

Disturbances in eating as a result of hypothalamic lesions. PHILIP TEITELBAUM, *The Johns Hopkins University*.

Time-error for weight judgment after brain injury. SIDNEY WEINSTEIN, *New York University College of Medicine*.

Cortical organization in gustation (*macaca mulatta*). KARL H. PRIBRAM, *Institute of Living*.

Qualitative changes of the cortical response to auditory clicks caused by interference with the peripheral organ. KARL LOWY AND PAUL COLEMAN, *University of Rochester*.

#### SYMPOSIA

**The Application of Animal Studies on Acquired Drive to Problems in Human Motivation.** MARTIN KOHN, Chairman; DANIEL E. BERLYNE, EDWARD J. MURRAY, EDWARD J. SHOEN, JR., DAVID C. MCCLELLAND, AND MITCHELL M. BERKUN.

**The Meaning of Psychological Health.** KARL F. HEISER, Chairman; JULIUS WISNER, MARIE JAHODA, AND ABRAHAM H. MASLOW.

**The Nonprojective Aspects of the Rorschach Experiment.** JOSEPH ZUBIN, Chairman; JAMES J. GIBSON, EUGENIA HANFMANN, ELSA M. SIIPOLA, HEINZ WERNER, AND SEYMOUR WAPNER.

**The Prognostic Use of Personality Tests.** ZYGMUNT A. PIOTROWSKI, Chairman; JOHN E.

BELL, DANIEL BROWER, FLORENCE HALPERN, EMANUEL HAMMER, ROSE PALM, AND HENRY P. DAVID.

### SPECIAL MEETINGS

**The Problems of Private Practice.** ALBERT ELLIS, Chairman; LAWRENCE E. ABT, MOLLY HARROWER, MAX SIEGEL, ROBERT D. WEITZ, AND JESSE ZIZMOR.

**The Relevance of Social Research for War Prevention.** HERBERT C. KELMAN, Chairman; S. STANSFELD SARGENT, AND PITIRIM A. SOROKIN.

**The Committee on Subdoctoral Education.** BRUCE MOORE, Chairman.

**Proposals for the Institute on Medical Psychology.** ARTHUR WEIDER, Chairman.

**Psi Chi.** MAX MEENES, Chairman.

### Clinical Psychology II

EUGENIA HANFMANN, *Harvard University*,  
Chairman

An investigation of relationships between clinically-observed emotional behavior in children and Rorschach test indicators of emotional response. J. WARREN THIESEN, LOUISE FAVORITE, AND PHYLLIS COFF, *Boston VA Regional Office Mental Hygiene Unit and East Providence Public Schools System*.

Some behavioral correlates of Rorschach's experience-type in schizophrenics. JEROME L. SINGER AND HERBERT E. SPOHN, *Franklin D. Roosevelt VA Hospital and Teachers College, Columbia University*.

The *W*% on the Rorschach as a measure of orality. THOMAS KAVAZANJIAN AND MILTON S. GURVITZ, *New York State Department of Mental Hygiene and Hillside Hospital, Glen Oaks, Long Island*.

The effects of an experimental set to simulate abnormality on group Rorschach performance. MARVIN J. FELDMAN AND JAMES GRALEY, *University of Buffalo*.

The impact of color on the perceptual and associative processes. JULES D. HOLZBERG AND MAXWELL J. SCHLEIFER, *Connecticut State Hospital*.

The relationships of Rorschach determinants to intellectual level in mentally defective subjects as compared with normal subjects. HERMAN D.

ARBITMAN, *The Training School, Vineland, New Jersey*.

Factors influencing rigidity in the feeble-minded: an examination of the Kounin-Lewin theory. E. PAUL BENOIT, GEORGE N. ORNSTEIN, AND HOWARD BRAND, *University of Connecticut*.

The projection of need achievement: a re-examination. CHARLES C. MCARTHUR, *Harvard University*.

### Social Psychology

S. STANSFELD SARGENT, *Barnard College*,  
Chairman

An experimental study of conformity to group norms in groups differing in cohesiveness. SEYMOUR LEVY, *New York University*.

Performance of small-group leaders under experimentally induced stress. EUGENE H. GALANTER, *Institute for Research in Human Relations*.

A comparison of three socioeconomic status indices among groups with different vocational interest patterns. JOHN W. GUSTAD, *University of Maryland*.

A social-psychological instrument for the study of prejudice—six years later. JUDY F. ROSENBLITH, *Simmons College*.

Cultural and sex-role determinants of a reaction to anxiety. ARNOLD MEADOW AND MARVIN KAPLAN, *University of Buffalo*.

Manifestations of authoritarianism and egalitarianism in German exchangees. F. LOYAL GREER, *Institute for Research in Human Relations*.

An empirical analysis of the effectiveness of psychological warfare. T. G. ANDREWS, DENZEL D. SMITH, AND LESSING A. KAHN, *University of Maryland, Office of Naval Research, and Army Operations Research Office*.

### Childhood and Adolescence

GORHAM LANE, *University of Delaware*, Chairman

An evaluation of the Wechsler Intelligence Scale for Children in the prediction of children's reaction to stress. ELI Z. RUBIN, *Emma Pendleton Bradley Home and Brown University*.

Subdominant cultural influences on children's responses to personality tests. EDITH E. LORD, *Veterans Administration, New York*.



A comparative study of intelligence test performance in a group of epileptic children. JANICE PAGE NEU, *Presbyterian Hospital, New York*.

A study of "parent identification" of male and female subjects. ERNST G. BEIER AND FRED RATZBURG, *Syracuse University*.

The effects of adult nurturance and nonnurturance upon the dependent behavior of young children. JEAN CARL COHEN, *Smith College*.

Adolescent descriptions of peers at three economic levels. MORTIMER R. FEINBERG AND ROBERT L. SCHMIDT, *City College of New York and Richardson, Bellows, Henry & Co., Inc.*

### Animal Behavior I

CARL PFAFFMANN, *Brown University*, Chairman

The behavior sample and the rate index as dependent variables in the study of the effects of drugs, trauma, and disease on operant behavior. OGDEN R. LINDSLEY AND WALTER W. JETTER, *Harvard University and Boston University School of Medicine*.

Stimulus control of alternating schedules of reinforcement. B. F. SKINNER AND C. B. FERSTER, *Harvard University*.

Alternating schedules of reinforcement without stimulus control. C. B. FERSTER AND B. F. SKINNER, *Harvard University*.

A comparison of three measures of hunger. MARION L. KESSEN, *Yale University*.

Satiation effects of saccharin by mouth versus saccharin by stomach fistula as measured by a consummatory response. WARREN W. ROBERTS, *Yale University*.

The relation between drive level during training and response amplitude during extinction. BYRON A. CAMPBELL AND DORIS KRAELING, *Yale University*.

Is exploratory behavior motivated by the general activity drive? K. C. MONTGOMERY, *Yale University*.

### Perception

JAMES J. GIBSON, *Cornell University*, Chairman

The interaction of retinal and muscular factors in visual localization. JAN H. BRUELL, *Clark University*.

The influence of dimensionality and position on the perceiving of visual figures. BURTON H. COHEN AND HOWARD BRAND, *University of Connecticut*.

An "objective" quantitative index of figural "goodness." EDWARD H. MCALISTER AND JULIAN E. HOCHBERG, *Cornell University*.

Poor production of "the good Gestalt" by nursery school children. ARTHUR I. SIEGEL AND HALIM OZKAPTAN, *Institute for Research in Human Relations and Fordham University*.

Immediate and delayed recognition of geometric form. EZRA V. SAUL, *Tufts College*.

The effect of perceptual motion on body motion. KENNETH A. CHANDLER, *Clark University*.

The influence of scale position on the performed extent of melodic octaves. JOHN F. CORSO, *The Pennsylvania State College*.

### Vision

MICHAEL J. ZIGLER, *Wellesley College*, Chairman

The threshold of electrical phosphenes as a function of the time interval after stimulation with various hues. RICHARD M. MICHAELS AND BERNARD H. FOX, *The George Washington University*.

Spectral sensitivity of the human foveal cones as determined by the method of flicker. RICHARD T. SEGERS, SJ AND MARILY T. MURPHY, *Fordham University*.

Spectral sensitivity at the fovea and state of adaptation. LEO M. HURVICH AND D. JAMESON, *Eastman Kodak Company*.

The initial time course of light adaptation. ROBERT M. BOYNTON, *University of Rochester*.

Effects of stimulus intensity and area upon the electrical response of the light-adapted human eye. JOHN C. ARMINGTON, *Walter Reed Army Medical Center*.

The visibility of a target as a function of its speed of movement. W. T. POLLOCK, *The Johns Hopkins University*.

Absolute and form-perception thresholds for dim visual stimuli. HAROLD W. HAKE AND CHARLES W. BAKER, *The Johns Hopkins University*.

The effect of auditory stimulation on visual brightness. THOMAS B. MULHOLLAND, JR., *Clark University*.



## PRESIDENTIAL ADDRESS AND ANNUAL BUSINESS MEETING

FRANK A. BEACH, Chairman

Presidential Address: A Theoretical and Experimental Analysis of Conflict Behavior.

NEAL E. MILLER

### Clinical Psychology III

CHESTER BENNETT, *Boston University*, Chairman

A study of self attitudes after success and failure. LEONARD DILLER, *New York University, Bellevue Medical Center*.

The measurement of flexibility-rigidity. MANUEL CYNAMON, *Brooklyn College*.

The relation of behavioral rigidity to age, IQ, sex, and mental status. ABRAHAM S. LUCHINS, *McGill University*.

On the depressive component in paranoid schizophrenia. EDWIN ANTINOPH AND MILTON S. GURVITZ, *Hillside Hospital, Glen Oaks, Long Island*.

Identification of 12 factors descriptive of psychopathology in hospitalized psychotic patients. MAURICE LORR, J. P. O'CONNOR, AND R. L. JENKINS, *Veterans Administration and Catholic University*.

The relationship between anxiety and responses to humorous cartoons dealing with hostile aggression. JULIUS LAFFAL, JACOB LEVINE, FREDERICK C. REDLICH, AND ELLA Y. FIERMAN, *Yale University and VA Hospital, Newington, Connecticut*.

Postmortem on the "tuberculous personality." DANIEL H. HARRIS, *Champlain College*.

Discrimination learning of mentally deficient patients. ALAN GESSNER, *Rosewood State Training School and The Pennsylvania State College*.

### Personality and Social

CHARLES N. COFER, *University of Maryland*, Chairman

Comparison of the effectiveness of improvised versus nonimprovised role playing in producing opinion changes. BERT T. KING AND IRVING L. JANIS, *Yale University*.

Sociometric choice as a function of personality and prestige variables. ROBERT W. GILMORE AND F. LOYAL GREER, *Institute for Research in Human Relations*.

Personality correlates of influencibility. IRVING L. JANIS, *Yale University*.

The effect of a partner's success or failure in a related task on convergence in group judgment. BERNARD MAUSNER, *University of Massachusetts*.

The impressions of a person who belongs to conflicting groups. ALBERT PEPITONE, *University of Pennsylvania*.

Leadership and group dynamics. BENJAMIN B. WOLMAN, *College of the City of New York*.

The automorphic process in the attribution of values. JOSEPH A. PRECKER, *Columbia University*.

Electromyographic and thematic analysis of psychotherapeutic interviews. ROBERT B. MALMO AND CHARLES SHAGASS, *Allan Memorial Institute of Psychiatry, Montreal, Canada*.

### Evaluation and Measurement II

THELMA HUNT, *The George Washington University*, Chairman

Psychodynamic implications of standardized test score patterns. CLARE W. GRAVES, *Union College*.

A study of the rationale for matching projective tests as given by successful versus unsuccessful matchers. JOSEPH G. PHELAN AND JAMES Q. HOLSOPPLE, *Stevens Institute of Technology and Veterans Administration, Washington, D. C.*

The validity of aptitude ratings made by (a) reading job descriptions and (b) direct job observation. MARVIN H. TRATTNER, SIDNEY A. FINE, AND JOSEPH F. KUBIS, *Fordham University and U. S. Employment Service*.

Selection of trade apprentices. FREDERICK J. GAUDET AND J. MYRON JOHNSON, *Stevens Institute of Technology*.

A short-cut method for job and wage evaluation. JEROME S. KORNREICH, *M.K.M. Knitting Mills, Inc.*

How valid are the Flesch indices? JOSEPH N. RUOCCO AND WILLIAM J. E. CRISSY, *Fordham University*.

The use of voter registration lists in polling: an empirical study. H. WALLACE SINAICO, *Naval Research Laboratory, Washington, D. C.*

A demonstration of a modified analysis of variance used to obtain comparable reliability measures of observers, groups, and individual subjects in group dynamics data. EDGAR L. SHRIVER AND BEATRICE M. SHRIVER, *University of Pittsburgh and American Institute for Research.*

The significance for clinicians of Corter's study of reasoning as re-rotated. ROBERT G. BERNREUTER, *The Pennsylvania State College.*

### General Experimental

WESTON A. BOUSFIELD, *University of Connecticut, Chairman*

Some experimental observations on the relation of subjective weight scales to certain real life situations. JOHN E. KARLIN, *Bell Telephone Laboratories, Inc.*

The amount of information in absolute judgments as a function of multidimensional stimulus differences. CHARLES W. ERIKSEN, *The Johns Hopkins University.*

The informational content of "wrong" responses. IRWIN POLLACK, *Human Resources Research Laboratories, Bolling Air Force Base.*

Reconstruction of abbreviated printed messages. ALPHONSE CHAPANIS, *The John Hopkins University.*

The similarity between risky decisions in gambling and nongambling situations. WARD EDWARDS, *The Johns Hopkins University.*

Mediated generalization of conceptual behavior. DONALD H. BULLOCK AND ROBERT L. WEISS, *University of Buffalo.*

Acquisition of a discriminative motor task as a function of warm-up and of pre-experimentally and experimentally acquired discriminative verbal responses. ALBERT E. GOSS, *University of Massachusetts.*

The effects of conditioned and reactive inhibition on pursuit tracking latency. J. H. BOWEN, T. G. ANDREWS, AND SHERMAN ROSS, *University of Maryland.*

### Conditioning

FRED D. SHEFFIELD, *Yale University, Chairman*

Escape from shock and the rate of application of shock. W. KESSEN AND M. KESSEN, *Yale University.*

Effects of the shock-delay interval upon the white rat's rate of avoidance behavior in a two-response situation. MURRAY SIDMAN, *Neuropsychiatry Division, Army Medical Service Graduate School.*

Traumatic avoidance learning: the effects of various CS-US intervals on acquisition and extinction in dogs. ELINOR S. BRUSH, F. ROBERT BRUSH, AND RICHARD L. SOLOMON, *Harvard University.*

Traumatic avoidance learning: acquisition, extinction, and anxiety as functions of the interval between conditioned and unconditioned stimuli. LEON J. KAMIN, *Harvard University.*

Traumatic avoidance learning: failure of epinephrine, norepinephrine, and mecholyl to reinstate an extinguished avoidance response. ELAINE SMULEKOFF, R. L. SOLOMON, PETER WATSON, AND LYMAN WYNNE, *Harvard University.*

Avoidance conditioning and extinction in the Rhesus monkey. R. A. PATTON AND ROBERT MILLER, *University of Pittsburgh.*

A mathematical model for conditioning. GEORGE W. BOGUSLAVSKY, *Cornell University.*

### Animal Learning II

RICHARD L. SOLOMON, *Harvard University, Chairman*

The effect of electro-convulsive shock on fixated behavior of the rat. CLAUDE C. NEET AND ROBERT S. FELDMAN, *University of Massachusetts.*

The effect of audiogenic convulsions on a conditioned emotional response. JOSEPH V. BRADY, WILLIAM C. STEBBINS, AND ROBERT GALAMBOS, *Walter Reed Army Medical Center.*

Gustatory cues as sensory control in maze learning. I. HAMMOND CUBBAGE AND HALSEY M. MACPHEE, *University of Delaware.*

Anticipative transfer of mechanically guided turns. GEORGE M. HASLERUD, *University of New Hampshire.*

Exploratory behavior in normal and restricted dogs. WILLIAM R. THOMPSON AND WOODBURN HERON, *McGill University*.

Effect of total body x-radiation on delayed response performance of exercised dogs. ALBERTO DI-MASCIO, JOHN FULLER, WALTER JETTER, AND NATHAN AZRIN, *Boston University and Jackson Memorial Laboratory*.

#### Personality Evaluation

DAVID V. TIEDEMAN, *Harvard University*, Chairman

Sentential calculus and small group experimentation: a methodological study. SCARVIA B. ANDERSON, OMAR K. MOORE, AND RICHARD S. RUDNER, *Tufts College*.

Development and validation of a group projective test structured for the prediction of leadership ratings. HENRY N. RICCIUTI, *Educational Testing Service*.

An objective method for the evaluation of the individual's participation in group discussion. DAVID FOX, IRVING LORGE, KENNETH HERROLD, AND JOEL DAVITZ, *Teachers College, Columbia University*.

The appraisal of group discussion efficiency by the "feed-in design" and "tracer technique." IRVING LORGE, DAVID FOX, KENNETH HERROLD, AND JOEL DAVITZ, *Teachers College, Columbia University*.

The relationship between "test anxiety" and "other anxieties." EDWARD M. GORDON AND SEYMOUR B. SARASON, *Yale University*.

An investigation of some relationships between two measures of self-regarding attitudes. EMORY L. COWEN, *University of Rochester*.

Word frequency and the measurement of value areas. DONALD R. BROWN AND J. KENNEDY ADAMS, *Bryn Mawr College*.

The influence of judges' attitudes in three methods of attitude scaling. HAROLD H. KELLEY, CARL I. HOVLAND, MARVIN SCHWARTZ, AND ROBERT P. ABELSON, *Yale University*.

#### Perceptual-Motor Skills

S. D. S. SPRAGG, *University of Rochester*, Chairman

Building "feel" into controls: the role of proprioceptive feedback in motor responses. BERNARD WEISS, *University of Rochester*.

The instrumental dimension of motion in relation to tracking accuracy. ROBERT S. LINCOLN, *The Johns Hopkins University*.

The accuracy of linear-positioning reactions after a temporal delay. LAWRENCE T. ALEXANDER, *The Johns Hopkins University*.

The effect of display-control movement continuity on a complex coordination task. R. F. GREEN AND S. D. S. SPRAGG, *University of Rochester*.

Improvement of tracking through restoration of lost information. HENRY P. BIRMINGHAM, *Naval Research Laboratory, Washington, D. C.*

Transfer effects in psychomotor performance as a function of reversal of cue-response relationship on alternate blocks of trials. B. G. ANDREAS AND R. F. GREEN, *University of Rochester*.

The interference of a secondary verbal task on a primary perceptual-motor task. WILLIAM D. GARVEY AND WILLIAM B. KNOWLES, *Naval Research Laboratory, Washington, D. C.*

#### Audition

GEORGE A. MILLER,

*Massachusetts Institute of Technology*, Chairman

Inhibition, externalization, and phasing in discrimination. J. D. HARRIS, *U. S. Naval Medical Research Laboratory, New London, Connecticut*.

The locus of auditory adaptation. ANITA I. ROWNSLEY, *U. S. Naval Medical Research Laboratory, New London, Connecticut*.

Equi-noxious exposures in auditory fatigue. PATRICIA KELSEY PERRY, *U. S. Naval Medical Research Laboratory, New London, Connecticut*.

Absolute pitch and mel separation. ELLIS B. HARTMAN, *U. S. Naval Medical Research Laboratory, New London, Connecticut*.

Frequency selectivity in vertebrates lacking a basilar membrane. GLORIA TELAGE, *U. S. Naval Medical Research Laboratory, New London, Connecticut*.

Earphone voltage vs. sound pressure level by probe tube in auditory threshold measurements. C. E. WHITE AND C. K. MYERS, *U. S. Naval Medical Research Laboratory, New London, Connecticut*.

The galvanic skin response as an objective measure of loudness. ROBERT E. EDWARDS, *New York State Psychiatric Institute*.



# PROCEEDINGS OF THE TWENTY-THIRD ANNUAL MEETING OF THE ROCKY MOUNTAIN BRANCH OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

LAWRENCE S. ROGERS, *Secretary*

*Veterans Administration, Denver*

THE Rocky Mountain Branch of the American Psychological Association held its twenty-third annual meeting on April 3 and 4, 1953, at the University of New Mexico, Albuquerque, New Mexico. Over 100 members and guests attended.

There were 13 scientific papers read and a symposium was held on "Reinforcement Theory." A regional meeting and luncheon were held by Psi Chi under the chairmanship of Dr. Anna Y. Martin of New Mexico Highlands University. There was also a meeting to discuss problems in practicum training held under the auspices of the APA Education and Training Board, Committee on Practicum Training, and Division 12, with Dr. Victor C. Raimy, University of Colorado, and Dr. Lawrence S. Rogers, Veterans Administration, Denver, acting as co-chairmen. Another special meeting was held at the request of the Committee on Subdoctoral Training to discuss the report of that Committee,

under the chairmanship of Dr. Alfred B. Shaklee, University of Denver.

Dr. Ralph Norman, President, served as chairman of the business meeting. The place for the next annual meeting has not been decided. Serious consideration will be given to breaking away from the Colorado-Wyoming Academy of Science and to planning a meeting in the near future in the State of Utah. The organization unanimously recorded its gratitude to the University of New Mexico, and to Dr. George M. Peterson and Dr. Ralph Norman for the courtesies and hospitality shown during the meeting.

The following officers were unanimously elected for the ensuing year: President, H. B. McFadden, University of Wyoming; President-elect, Lawrence S. Rogers, Veterans Administration, Denver; and Secretary, Margaret Thaler, Mental Hygiene Clinic, Colorado General Hospital, Denver, Colorado. Virginia M. Brown, Lowry Air Force Base, Denver, continues to serve as Treasurer.

## PROGRAM

### Friday Morning

JOEL E. GREENE, *Chairman*

Emotional instability in adolescents at the Wyoming Girls' School. CECILIA SANCHEZ AND LILLIAN G. PORTENIER, *University of Wyoming*.

Some comments on the psychological nature of primary dysmenorrhea. P. STUART BOYD, *Department of Medicine, University of Colorado*.

An exploratory study of rigidity in problem-solving. DAVID T. BENEDETTI AND HOWARD O. DOUGLASS, *University of New Mexico*.

Generalization of an avoidance response to varying intensities of sound. W. C. MILLER AND J. E. GREENE, *University of Denver*.

An experimental investigation of factors influencing musical preference. MORTON J. KESTON, *University of New Mexico*.

Construction of scales for the evaluation of guidance practices in the elementary school. FLOYD P. PERRY, *Eastern New Mexico University*, AND JACK SHAW, *Colorado State College of Education*.

### Friday Afternoon

#### Symposium: Reinforcement Theory

H. B. MCFADDEN, *Chairman*; KARL F. MUENZINGER, ROBERT H. BRUCE, DONALD D. GLAD, AND DANIEL G. BROWN



**Saturday Morning**

JOHN SALAZAR, Chairman

Sex differences and other aspects of superior adult performance on the Wechsler-Bellevue Scale.

RALPH D. NORMAN, *University of New Mexico*.

The verbal element in intelligence scores of congenitally deaf and of hard-of-hearing children.

ED GLOWATSKY AND ANNA Y. MARTIN, *New Mexico Highlands University*.

The use of the Wechsler-Bellevue as a measurement of intelligence in the aged.

LAURENCE L. FROST AND MARGARET THALER, *Division of Psychosomatic Medicine, Colorado General Hospital, Denver, Colorado*.

Abstract and concrete attitudes as a function of age.

MARGARET B. THALER AND LAURENCE L. FROST, *Division of Psychosomatic Medicine, Colorado General Hospital, Denver, Colorado*.

New approaches to investigation of the Rorschach test.

FREDERICK J. TODD, *Veterans Administration, Denver*, AND KENNETH R. HAMMOND, *University of Colorado*.

Some observations of the psychopathic personality as a result of lobotomy.

JAMES W. SANDDAL, *Wyoming State Hospital*.

A determination of industrial morals for use in secondary school guidance placement services.

ARNOLD O. MYHRE AND ARNO H. LUKER, *Colorado State College of Education*.

## Comment

### Air Force Clinical Psychology Duty Assignments

In regard to Robert M. Allen's article "What Is Clinical Psychology" in the October, 1952 *American Psychologist*, I would like to add that the Air Force has modified its levels of Clinical Psychology duty assignments. During March, 1952 the Air Force converted the old designations of Clinical Psychologist (MOS 2232) and Psychological Assistant (MOS 2239) to Clinical Psychologist (AFSC 9186: Grade Second Lieutenant to Colonel). The duty assignments in the Airman Medical Career Field are: Medical Service Superintendent (AFSC 90000: Grade Warrant Officer), Medical Services Supervisor (AFSC 90270: Grade E6 and E7), Senior Neuropsychiatric Specialist (AFSC 90251: Grade E4 and E5), Neuropsychiatric Apprentice (AFSC 90231: Grade E3 and E4).

#### REFERENCES

1. Air Force Manual 36-1, Officers' Classification Manual, 1 January 1953. Washington: U. S. Government Printing Office, 1952.
2. Air Force Regulation 35-490 Airman Medical Career Field, 26 October 1950.

VINCENT WALLEN  
1st Lt., USAF  
2200th Test Squadron

### Comment on Hoppock's: "What Is the 'Real' Problem?"

It is quite disconcerting to note the implications of Robert Hoppock's "What Is the 'Real' Problem?" (*Amer. Psychologist*, 1953, 8, 124). He censures the frequency with which counseling is based on certain unverified assumptions about the relationship between "surface" and "real" problems, because this offers too much opportunity for projection on the counselor's part. Since he does not give any specific alternatives which are preferable, we feel justified in inferring that his comment is a plea for sticking closer to the client's stated problem. This, at least, is the feeling he communicates to us. Hoppock's thesis is so disconcerting to us because we have seen so many clients in whom the interrelationship between the stated problem and more basic indecisions and conflicts was very close. When permitted to ventilate, and with minimum pressure from the counselor, many of these clients were able to accept these relationships. Further, they can perceive that a solution to their stated problem involved solutions of their more general problems. Since this kind of experience is common among counselors, we feel that Dr. Hoppock's position is one-sided.

It is necessary, for the purpose of this discussion, to

define the goals of counseling. It is essential that the counselor help the client work out a solution to his problem which is commensurate with his needs and values. Many counselors feel that more general growth and maturation are an integral part of this process. Thus, counseling is not essentially a matter of environmental manipulation or giving of information, although in certain situations these factors may enter in. Various factors may limit these more inclusive goals: on the client's side, matters like motivation for change, finances, age; on the counselor's side, training, personality, resources of the agency.

In trying to be of maximum help, considering the above limitations, the counselor can err in two directions. He can either unduly dwell on those problems in which he is specially interested, or he can fail to see the relationship between the stated problem and the deeper conflicts. Both errors may well be reflections of the counselor's personality. In the first situation which is illustrated by Dr. Hoppock, the counselor is clearly projecting his emotional make-up into the situation, and we are in full agreement with his criticism of these inadequacies. However, he fails to point out that in a like manner the counselor's interests can reveal themselves by blocking the client's expression of more general and deeper areas which would correspond to what Dr. Hoppock terms the "real" problem. Here the counselor, who is overprotective of himself, is, in effect, saying: "Don't touch on areas which are threatening to me because I have not resolved these conflicts myself." In this case, the counselor is falling into the same trap as the client in accepting symptoms as the deeper cause. The distinctive function of the counselor is to help the client transcend this block to integration and resolution.

One of the important answers to the problem of avoiding both pitfalls is a greater emphasis on effective self-knowledge as part of the counselor's preparation. This is essential in the development of a sensitive therapist. Effective self-knowledge will aid him in being more objective, i.e., he will not try to gain personal satisfaction from his counseling contacts, and he will not be afraid to touch off emotionally charged areas in the client which are disturbing to him. This will enable him, first, to judge to what degree the stated problem is or is not the "real" problem, and second, to deal with the "real," i.e., more general, personality problem if it should be dealt with, in a manner less contaminated by the counselor's personal needs and interests.

PETER KAUFMANN AND  
MELVIN E. ALLERHAND  
VA Hospital  
Tomah, Wisconsin

### Activities for Promoting Better Understanding of the Functions of a Clinical Psychologist in Private Practice

Freeman discusses the difficulties of medical acceptance of a clinical psychologist in private practice. He recommends: "That we seek to obtain our ends by positive and not by negative measures" (*Amer. Psychologist*, 1953, 8, 88-89). On this point, my experiences of the past five years may be useful to other clinical psychologists in private practice.

1. I am associated with a psychiatrist in private practice. Although we work independently most of the time, we both believe that the team approach is best for the patient's welfare. The medical men in our community of 60,000 know about our set-up. Many times the referred patient is told, "I don't know who will take care of you, but they will decide according to your needs."

2. I am consultant to the staff of a 250-bed general hospital in our city. This means I have an active clinic for testing, diagnosis, and therapy within the framework of the neuropsychiatric service. In addition, I do ward-consultation work, teaching, etc. Since no staff physician is paid, my services are also rendered free in the hospital except for private consultations. In return, the relationship between the staff and myself and the staff's opinion of clinical psychology are excellent.

3. I do not accept any patient who has not had a medical examination. After obtaining the patient's permission, I discuss the case with the physician and then send him a written report that he can understand. So many psychological reports that are sent to referring general physicians and psychiatrists are rather meaningless unless the medical man has been trained to understand certain psychological terminology. A good intelligible report goes a long way in establishing better relationship between the two professions. In fact, because of my reports to general practitioners, I have been recommended as consultant to several private agencies.

4. When a case involves a school child, I contact the principal, teacher, and guidance department. This not only is important for the patient's progress, but again, it is an opportunity for that segment of the community to know the type of service available in the community. To the school system, private consulting service is a valuable adjunct to its work.

5. There are many civic organizations that need professional help on their boards. I am invited to be a member of the board of many organizations because of my experience and training. As a clinical psychologist, I have helped organize public forums which have definite educational value.

6. Speaking without financial remuneration to lay

groups such as P.T.A.'s, church groups, child study groups, civic clubs, etc. is an excellent step in the positive direction. The addresses must be factual, but at the same time scaled to the level of the group's comprehension. The difficulty of being a public speaker is that, in time, the engagements increase until a limit on the number of speaking dates must be made by the psychologist.

The above activities may appear to be simple, but they mean many extra hours of hard work. However, clinical psychology as a whole gains when one psychologist shows positively that we as a group have something valuable to offer society. If these and other extra activities were carried out by more clinical psychologists, then our stature would increase. Unfortunately, today some of our colleagues will not accept a free clinic, free ward work, free teaching of nurses and interns, nor will they work hard for civic organizations, speak without financial remuneration, etc. When we all contribute, then we will no longer have need to define the functions of a clinical psychologist in private practice—the clinical psychologist will "have arrived."

ROSE W. MARKS

Chester, Pennsylvania

### Re A Museum of Psychology

I am far from opposed to the general idea of historical museums of scientific progress. But I am amazed at the kind of selection of materiel for a museum of psychology suggested by E. G. Boring. The stuff which he proposes is simply all the junk which may still be found in the garrets of college buildings after having been used for experimenting during the generation from 1880 to 1910.

We must have a valid criterion. I propose the following: The materiel must have an essential *connection* with the first conception of a now-established fundamental theory.

Let us apply the criterion to other sciences in order to learn thereby. Suppose someone picked up the various articles which Galileo (allegedly) dropped from the tower in Pisa and his heirs preserved them; they would belong in a museum of physics. If someone preserved the wire on which Galvani's frog legs were hung, that wire would belong in the same museum. If Dr. Fleming had preserved a little of his first batch of penicillin, that would belong in a museum of medicine.

Now let us think of psychology. Boring wants to include Ellis' harmonical. I know of no fundamental conception of the theory of music with the initiation of which Ellis' instrument is essentially connected. I built similar reed instruments in 1894, 1899, and 1902 offering experimental facilities far superior to the instrument of Ellis. Mine as well as that of Ellis are junk nowadays, although they served their original experimental purposes. The fundamental conception did



not originate in those brass-reeds but in *books dating from antiquity*. If the *well-tempered clavichord* of Sebastian Bach had been preserved, it should go into our museum, for it helped to establish an additional fundamental conception without destroying the old one. Unfortunately for our museum, that clavichord exists only as printer's ink on paper.

If Hering had preserved his *very first* construction of a "window with two slots of differently colored glass illuminating an otherwise dark room," that window should go into our museum; but it was destroyed long ago, although it established a fundamental conception.

If the nerve-muscle preparation with which Helmholtz established the conception of reaction time had been put in formaldehyde instead of being left to decay, it would belong in our museum. Perhaps a Hipp chronoscope should go into the museum because for the first time it allowed us to measure the reaction time of a whole animal conveniently in thousandths of a second. But certainly not because the word-loving Wundt dictated to a secretary who in his Saxon dialect pronounced the word "hübsch" identical with "hipsh." Wundt then left the entire job of proofreading to that secretary who had never heard of the famous-enough mechanic Hipp. This weakness of Wundt, if immortalized in a museum, would violate the ethical precept "de mortuis nil nisi bene."

Boring mentions the vowel-synthesizer of Helmholtz. Acceptable! It still existed a year after Helmholtz's death, for I had a chance to use it in 1895. But it surely has not escaped from the destruction of two wars and a Russian occupation of its resting place. However, I dissent from Boring's suggestion that the museum should have a *pseudo-replica* of the complex instrument *built out of electronic elements*. A museum which connects Helmholtz with electronics would be a fraud.

I cannot now think of any other instrument which in accordance with *my criterion* could be put into the museum. Maybe there are some things *which are still obtainable* and agree with that criterion. Perhaps in the fields of light, taste, and smell. But I object to the inclusion of anything analogous to a chip of stone which satisfies a curiosity-seeker because it was knocked off the Plymouth rock. By all means let us keep out mere junk offered on the argument that an early "psychology professor" once held it in his hands—for example, because Baldwin carried it in his baggage to Mexico.

At the utmost, the *testing instruments* used by Jastrow for the first time *publicly and systematically* in Chicago at the Columbian Exposition of 1893 might be accepted if *the originals could still be found* (which is improbable, incredible).

MAX F. MEYER  
Miami, Florida

### College Catalogues and Industrial Psychology

I was very much interested in the comments made in the May, 1953, issue of the *American Psychologist* by Donald G. Paterson and T. A. Ryan *et al.* about my analysis of courses in graduate psychology from college catalogues.<sup>1</sup> There seems to be some misunderstanding about my study which I would like to clear up.

In the first place, I certainly did not mean to imply in my study that a tally of the number of semester hours given by the department of psychology is the most reliable and valid method of assessing the adequacy of a training program. In fact, in my paper on this study I listed six limitations of my data and procedures. Unfortunately, these could not be published in my comment because of lack of space. I am fully aware of the many factors, other than a large quantity of courses, that make a training course in psychology adequate. Among these I include the factors mentioned by Paterson and Ryan. There are others which were not mentioned such as the professor's full-time experience in business and industry.

The fact remains, however, that catalogues are published for the guidance of prospective students. Further, I know of personnel directors who review catalogues when hiring an industrial psychologist. In view of this, I think that an analysis of the graduate courses in psychology from college catalogues has considerable value.

Both Paterson and Ryan say that an analysis of the courses given in the department of psychology does not give a true and adequate picture of the courses available to prospective students. This may be so, but this fact does not have much to do with my study since I specifically stated that my analysis and rating of the colleges was based on the graduate courses offered in the department of psychology. I am sure most colleges follow the practice of allowing students to take courses outside of the department of psychology. It was not possible to include such courses in my analysis because most of the colleges do not specify the specific courses they recommend outside of the department of psychology. It seems to me that a prospective student or guidance counselor would be faced with the same difficulty when evaluating the offering in a particular college. To avoid this difficulty, I would suggest that the department of psychology should indicate in some way the courses in the other departments that are recommended and available to graduate students of psychology. Such a practice is followed by Teachers College of Columbia University and is of immense value to the student in programming his courses each semester.

ADAM PORUBEN, JR.  
New York, N. Y.

<sup>1</sup>PORUBEN, A., JR. Analysis of industrial psychology courses. *Amer. Psychologist*, 1953, 8, 50-52.



---

## *Across the Secretary's Desk*

---

### **A National Manpower Board**

Because of its timeliness, the following abstracted release from the Scientific Manpower Commission is printed here. The Scientific Manpower Commission, a private agency supported by a number of scientific organizations including APA, has as its primary concern the nation's proper utilization of specially trained personnel.—F. H. S.

In 1952 Congress passed the Armed Forces Act, which stipulates that ROTC graduates and Selective Service inductees shall constitute a military reserve upon completion of their tour of military training and service, and that the armed forces will have first call upon them for a total period of eight years. At the present rate of induction and ROTC training, this reserve will soon total more than ten million men, or approximately one-sixth of the nation's labor force. All of them can be immediately recalled into the armed services if international tensions mount or if hostilities should break out.

Since the law was passed, surveys of industry and representative groups of scientists have revealed that approximately 25 per cent of those constituting the reserve occupy key posts in essential industry. Quick mobilization could thus wreck vital industrial operations. From the standpoint of the military, something less than 3 per cent of the ten million are key men elsewhere in a national emergency, whereas these same people add not skill but mere numerical strength to the military reserve. With modern wars utilizing every technological device that can be invented and produced, it is a simple act of national self-preservation to tap the individuals who have the knowledge, skill, and experience to keep our armed forces at peak efficiency and effectiveness in military operations.

With this objective in mind a bill was introduced into the House of Representatives (H.R. 3893) by Representative Johnson (California) on March 11 and into the Senate (S. 1551) by Senator Flanders (Vermont) on April 2. This bill proposes that there be established in the Office of the President a National Manpower Board that will advise the President on

problems relating to specialized personnel and that will serve as an appeals board to assure the most effective use of reservists who are recalled. The proposed Board would be composed of nine persons appointed by the President; not more than three would be members of the armed forces. The appointees "shall be persons who by training and experience are thoroughly familiar with the needs of the Armed Forces, defense production, and the national health, safety, and interest; and familiar with the functions of specialized personnel including the professions, such as engineering and the physical sciences, but not including the healing arts."

The Scientific Manpower Commission has given careful consideration to this proposed amendment to the Armed Forces Reservist Act of 1952 and is cooperating with the Engineering Manpower Commission and other organizations that are interested and concerned to have it enacted into law. The bill has taken the customary course of new legislation: It has been referred to the appropriate committees and subcommittees in the two houses and also to the Department of Defense for comment. Officially, the Department has not yet made its reactions public, but it is known that the Department is reluctant to relinquish its control over the reserve. The fact is that it will retain control under this amendment and that the proposed National Manpower Board will have jurisdiction over a comparatively small number of appeals, affecting substantially 3 per cent of the total reserve.

The Congress has recessed without scheduling hearings on the proposed amendment, but efforts will be made to assure hearings either in the House or in the Senate when Congress reconvenes. This legislation is of such importance to the scientists and engineers of the country that they should be fully informed regarding the provisions of the bill, its progress through the Congress, its reception in the Department of Defense, and its prospects of passage. As is always the case with legislation, public interest should be expressed vocally. It is hoped that scientists and engineers will make their thoughts known to their representatives in Congress. Until we learn to place some value on national brainpower, we shall be considerably less astute than our potential adversaries.

---

## Psychological Notes and News

---

Lehman C. Hutchins, head of the department of psychology at Texas Technological College, died of a heart attack on April 22, 1953.

Martin L. Reymert, director of research for the Loyal Order of Moose and director of the Mooseheart Laboratory for Child Research since 1930, died on June 2, 1953, at the age of 69, after an illness of several months.

Colonel Joseph I. Greene died of a heart attack on June 25, 1953, at the age of 55. Colonel Greene was editor of the *Infantry Journal* since 1940 and then since 1950 editor of its successor, the *Combat Forces Journal*, and was active in the publication in 1943 of *Psychology for the Fighting Man* and in 1945 of *Psychology for the Returning Service Man*.

Evelyn Stuart Mason, psychologist and director of guidance at the Irvington, New Jersey public schools since 1940, died May 18, 1953.

Frampton Bailey Price, chief psychologist at the Naval Hospital, Oakland, California, died of a heart attack on May 24, 1953.

Kenneth W. Braly, senior psychologist of the Advisement Service, Los Angeles City Schools, died July 1, 1953, of a heart attack.

William Berry, assistant head, Physiological Psychology Branch, Office of Naval Research, died on July 11, 1953, of a heart attack.

H. M. Johnson, of the department of psychology at Tulane University, New Orleans, Louisiana, died of cancer on August 15, 1953.

Eloise S. Young, Cleveland, Ohio, died in the fall of 1952.

A. B. Kitzmiller, of Mount Union College, Alliance, Ohio, died in May, 1953.

Ernest H. Ward, State College, Long Beach, California, died in January, 1953.



JEAN PIAGET

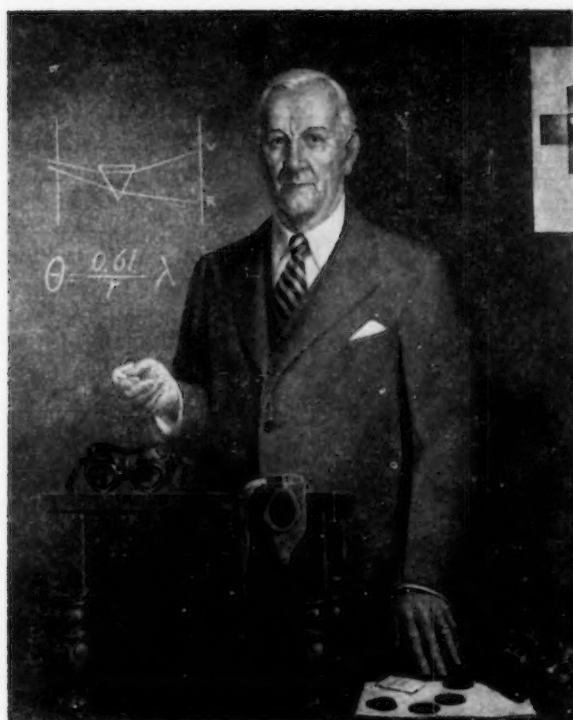
The University of Chicago at its June 1953 convocation awarded the honorary degree of Doctor of Science to Jean Piaget.

George W. Albee, who has been Assistant Executive Secretary of the American Psychological Association, has been awarded a Fulbright teaching fellowship in clinical and social psychology at the University of Helsinki, Finland, for the year 1953-54.

Richard R. Willey, formerly director of the study of training and research in state mental health programs of the Council of State Governments, has been appointed to the APA Central Office staff with special responsibility for publication finances.

Robert S. Davidon, formerly of Champlain College, has been appointed assistant professor in the psychology department of Bryn Mawr College, to begin in the fall, 1953.

Anna Goodman, formerly personnel counselor at Brooklyn College, has recently been appointed school psychologist with the West Hempstead School System, Nassau County, New York.



WALTER R. MILES

A portrait of **Walter R. Miles** was presented to Yale University on May 29, 1953, by his colleagues and former associates in this country and abroad. The ceremony was arranged by Neal E. Miller and others upon the occasion of Professor Miles's retirement from active service in the university, which took place on July 1, 1953.

**Leah Gold Fein** and other members of the research team headed by Doris Twitchell Allen attended the Children's International Summer Village in Lillsval, Sweden, from August 9 to September 9. As an experiment in international understanding, the team studied the individual and group behavior of about 60 children and 20 adults from about 15 countries.

**Helen Ammons**, formerly of Winter VA Hospital, Topeka, Kansas, has accepted a position as chief psychologist in the Milwaukee County Guidance Clinic.

**Bernard Saper**, formerly chief psychologist at the Austin State Hospital, has been appointed assistant professor of psychology and chief counselor of the Veterans Counseling Center at Northwestern University.

**Stanley Ostrom**, formerly coordinator of Child Welfare Services of the Long Beach, California, Public Schools, has been appointed director of test development at the California Test Bureau.

**Emanuel F. Hammer**, formerly clinical psychologist on the Research Project, New York Psychiatric Institute, has been appointed senior research scientist (psychiatry) on the Project. Other participating psychologists are Zygmunt A. Piotrowski, Rose Palm, and Irving Jacks.

**Laurence E. Saddler**, formerly of the St. Cloud, Minnesota State Teachers College, has joined the staff of William, Lynde & Williams.

**Michael Erdelyi**, professor of psychology at Mary Washington College, University of Virginia, has received a Fulbright lectureship in industrial psychology for the academic year 1953-54 at the Universities of Vienna and Graz, Austria.

**George M. Haslerud** is on sabbatical leave from the University of New Hampshire for the academic year 1953-54. He has received a Fulbright award to lecture at the University of Kyoto in Japan on the development and testing of behavioristic systems in the United States.

**John H. Cornehlisen**, formerly with the Department of Defense, has been appointed professor of psychology and director of the Institute for Applied Experimental Psychology, Tufts College. He has also joined the staff of Richardson, Bellows, and Henry as a consultant in the Boston and New York areas.

**James G. Cooper**, formerly of the Modoc County, California, Office of Education, has been appointed educational statistician, Los Angeles County Division of Guidance and Research.

**Wm. B. Macomber**, formerly clinical psychologist, Section of Mental Health, Alaska Department of Health, Anchorage, has been appointed senior clinical psychologist in the Mental Hygiene Clinic of Asheville and Buncombe County, Asheville, North Carolina.

**Ernest Belden** has joined the staff of the Napa State Hospital, Napa, California, as a senior clinical psychologist.



**Eugene Morris**, formerly assistant professor of psychology and psychologist at the Character Research Center, Union College, has been appointed assistant professor of guidance at Springfield College, Springfield, Massachusetts, to begin in September, 1953.

**Francis L. Sondag** has been appointed assistant professor in the department of otolaryngology and director of the Clinics for Audiological and Speech Services at the Indiana University Medical Center, Indianapolis, Indiana.

**Peter J. Hampton**, formerly assistant professor of psychology at Western Reserve University, has been appointed professor of psychology and chairman of the department of psychology at Muskingum College, New Concord, Ohio. He will continue his private practice as a consulting psychologist in the Cleveland area.

**Herman D. Arbitman**, psychologist at The Training School at Vineland, New Jersey, has been appointed executive director and supervisor of classes for The Council for the Retarded Child in Cuyahoga County, Cleveland, Ohio, to become effective October 1, 1953.

**John R. Taylor** has transferred from the Iowa State Division of Child Welfare, Des Moines, to the Iowa State Services for Crippled Children, Iowa City.

**Winifred S. Graves**, formerly clinical psychologist at the Wabash Valley Sanitarium, Lafayette, Indiana, has been appointed clinical psychologist at the Columbus State School, Columbus, Ohio.

**Lloyd N. Yepsen**, director of the Division of Mental Deficiency of the State of New Jersey Department of Institutions and Agencies, has been elected an honorary member of the Medical Society of New Jersey. The Society presented to Dr. Yepsen a citation "in recognition of his appreciation of the ideals and purposes of the medical profession and his signal contribution to the welfare of the people of New Jersey through his constructive efforts in behalf of the mentally retarded children" of New Jersey.

**Joseph G. Dawson** has resigned as associate professor and coordinator of clinical training in the department of psychology at the University of

North Carolina, and has been appointed chief clinical psychologist at Southeast Louisiana Hospital in Mandeville, Louisiana. The hospital, only recently completed, is designed for intensive treatment and research in mental illness and is affiliated with Louisiana State and Tulane Universities for training.

**David E. Hunt** has been appointed an instructor in the department of psychology at Yale University.

**Monroe L. Levin**, senior psychologist of the Kentucky State Department of Health, has been stationed at the Warren County Health Building, Bowling Green, Kentucky, by the Department's Division of Mental Health. He is to organize a local clinical service to supplement the mental health program in southwestern Kentucky.

**Sherman Ross**, associate professor of psychology at the University of Maryland, has been elected a scientific associate of the R. B. Jackson Memorial Laboratory, Bar Harbor, Maine, by the Board of Scientific Directors on the recommendation of the staff of the Laboratory.

**T. R. McConnell**, chancellor of the University of Buffalo, has been elected chairman of the Board of Trustees of Educational Testing Service for a one-year term. Dr. McConnell succeeds Katharine E. McBride, president of Bryn Mawr College, as Board chairman.

**Wallace Gobetz** has been named director of the New York University Testing and Advisement Center. He will also be associated with the Division of General Education as adjunct assistant professor of psychology.

**A. D. Zbranek** has been appointed clinical psychologist and administrative officer of the Wyandotte County Guidance Center, Inc., Kansas City, Kansas.

**Richard Thomas Brooke**, formerly with Richardson, Bellows, Henry and Company, Inc., New York, has accepted a position as group director in the product planning division of Nowland and Schladermundt, industrial designers, New York, New York.

**James F. Carey, Jr.** is now employment supervisor with Pacific Greyhound Lines in San Francisco, California.



Russell W. Colgin and Joan K. Lasko have joined the staff of the Los Angeles Psychological Service Center.

David D. Eitzen of the School of Religion of the University of Southern California and Paul E. Johnson of the Boston University School of Theology will exchange teaching duties for the first semester of the coming academic year.

William R. Perl, chief clinical psychologist at the U. S. Disciplinary Barracks at Fort Leavenworth, was a guest speaker at the 1953 annual convention of the Midcontinental Psychiatric Association. He presented a paper on the psychodiagnostic value of handwriting analysis.

J. E. Wenrick of Bowling Green State University was visiting professor of psychology for the second term of the summer session at the University of Arkansas.

David S. Shapiro has been appointed clinical psychologist at the Tompkins County Mental Health Clinic, Ithaca, New York.

Walter F. Grether, chief of the Psychology Branch, Aero Medical Laboratory, Wright Air Development Center, Dayton, Ohio, has been awarded the Longacre Award for 1953 by the Aero Medical Association. The presentation was made in Los Angeles on May 13, 1953 at the annual meeting of the association. This award is for outstanding contributions to aviation in the fields of psychology or psychiatry and was presented to Dr. Grether for his research on design of aircraft instrument presentations.

At the annual convention of the Region II National Rehabilitation Association, held at Atlantic City, New Jersey, in May, 1953, Sol L. Warren was elected president of the organization for the ensuing year.

At the University of Chicago, William E. Henry, associate professor of psychology and human development, has been appointed chairman of the committee on human development. He succeeds Robert J. Havighurst, who has taken leave of absence from the University of Chicago to accept a Fulbright appointment at the University of New Zealand to lecture on general education in American colleges and to conduct a seminar on so-

cial structure and education. Upon his return to Chicago in 1954, Dr. Havighurst will resume his teaching duties as professor of education and human development.

S. Norman Feingold, executive director of the Jewish Vocational Service of Greater Boston and president of the Greater Boston Vocational Guidance Association, has accepted membership on the President's Committee on Employment of the Physically Handicapped.

Clyde E. Noble, of the Perceptual and Motor Skills Research Laboratory, Human Resources Research Center, has been appointed assistant professor of experimental psychology at Louisiana State University.

Beatrice E. Titcomb has accepted an appointment as a senior vocational counselor for the City of Chicago Department of Welfare.

William H. Brown, of the department of psychiatry, University of Utah College of Medicine, was co-author of the comment entitled "The Missoula Institute," which appeared in the June issue of this journal (*Amer. Psychologist*, 1953, 8, 247-249). Through an error which occurred in the editorial office, Ija N. Korner was listed as sole author.

The Pennsylvania State College has announced the establishment of a loan fund in honor of Bruce V. Moore, who retired in October, 1952, as head of the department of psychology. The Bruce Victor Moore Loan Fund will be available to graduate and undergraduate psychology students.

A memorial fund is being established in memory of Kenneth W. Braly. The fund will be used for some scholarly purpose to be decided by the committee, Stanley L. Singer, J. P. Guilford, and Wm. J. McNelis. Contributions to the fund should be made out to the Kenneth W. Braly Memorial Fund, and mailed to Stanley L. Singer, Advisement Service, 124 Loma Drive, Los Angeles 26, California. The Committee invites suggestions about the nature of the planned memorial.

Virginia Hathaway, chief psychologist in the Minneapolis public school system, has been appointed a member of the Minnesota State Board of Examiners of Psychologists. She succeeds Daniel

N. Weiner, clinical psychologist at the VA mental hygiene outpatient clinic, Fort Snelling, Minnesota.

Donald Brieland, assistant professor in the Institute of Child Welfare at the University of Minnesota, has received a Fulbright lectureship in psychology at the University of Peshawar, West Pakistan, for the academic year 1953-54.

Herman F. Brandt has been appointed director of the Institute of Visual Research, a division of the C. H. Stoelting Company, Chicago, Illinois.

#### VA DEPARTMENT OF MEDICINE AND SURGERY CLINICAL PSYCHOLOGY PROGRAM ANNOUNCEMENTS

##### *New Appointments*

Benton E. Barringer has been appointed to the staff of VA Hospital, Canandaigua, New York.

Frank S. Boring, a graduate of the VA Training Program, Harvard University, has been appointed to the staff of VA Regional Office, Newark, New Jersey.

Glen A. Brackbill of the University of Colorado faculty has accepted appointment at VA Hospital, Palo Alto, California.

Earl C. Brown, a graduate of the VA Training Program, Purdue University, has been appointed to the staff of VA Center, Wadsworth, Kansas.

Bernard Chodorkoff, a graduate of the VA Training Program, University of Wisconsin, has been appointed to the staff of VA Hospital, Dearborn, Michigan.

Ralph W. Colvin, a graduate of the VA Training Program, Duke University, has been appointed to the staff of VA Hospital, Montrose, New York.

Edward T. Davis, a graduate of the VA Training Program, Harvard University, has been appointed to the staff of VA Hospital, Bedford, Massachusetts.

Robert B. Ellsworth, a graduate of the VA Training Program, Pennsylvania State College, has been appointed to the staff of VA Hospital, Salt Lake City, Utah.

Wilbert E. Fordyce, a graduate of the VA Training Program, University of Washington, has been appointed to the staff of VA Regional Office, St. Paul, Minnesota.

Earl X. Freed, a graduate of the VA Training Program, University of Buffalo, has been appointed to the staff of VA Hospital, Albany, New York.

Warren K. Garlington, a graduate of the VA Training Program, University of Indiana, has been appointed to the staff of VA Hospital, Sheridan, Wyoming.

Mildred E. Gebhard, a graduate of the VA Training Program, University of Pennsylvania, has been appointed to the staff of VA Hospital, Perry Point, Maryland.

William N. Hirschman, a graduate of the VA Training Program, Teachers College, Columbia University, has been appointed to the staff of VA Hospital, Lyons, New Jersey.

Elizabeth Z. Johnson has been appointed to the staff of VA Hospital, Lexington, Kentucky.

Joseph Lyons has been appointed as Chief Clinical Psychologist, VA Hospital, Indianapolis, Indiana.

James E. Mabry, a graduate of the VA Training Program, University of Illinois, has been appointed to the staff of VA Hospital, Salt Lake City, Utah.

John B. Marks, a graduate of the VA Training Program, University of California, has been appointed to the staff of VA Hospital, American Lake, Washington.

Boyd Sisson, a graduate of the VA Training Program, University of Nebraska, has been appointed to the staff of VA Hospital, Omaha, Nebraska.

Donald W. Sydow, a graduate of the VA Training Program, University of Minnesota, has been appointed to the staff of VA Hospital, Ft. Meade, South Dakota.

Shalom E. Vineberg, a graduate of the VA Training Program, UCLA, has been appointed to the staff of VA Hospital, San Fernando, California.

J. Frank Whiting, a graduate of the VA Training Program, University of Pennsylvania, has been appointed to the staff of VA Center, Martinsburg, West Virginia.

##### *Transfers*

Aaron H. Canter has transferred from VA Regional Office, Phoenix, to the position of Chief Clinical Psychologist, VA Hospital, Phoenix, Arizona.

Howard Friedman has transferred from VA Hospital, Boston, Massachusetts, to the position of Chief Clinical Psychologist, VA Hospital, Syracuse, New York.

F. Harold Giedt has transferred from VA Re-

gional Office, San Francisco, California to VA Hospital, Perry Point, Maryland.

**Lee Gurel** has transferred from VA Center, Martinsburg, West Virginia to VA Hospital, Ft. Lyon, Colorado.

**Erasmus L. Hoch** has transferred from VA Hospital, Lyons, New Jersey to VA Hospital, East Orange, New Jersey.

**Jacob Levine** has transferred from VA Hospital, Newington, Connecticut to the position of Chief Clinical Psychologist, VA Hospital, West Haven, Connecticut.

**Julian Meltzoff** has transferred from VA Regional Office, Philadelphia, to the position of Chief Clinical Psychologist, VA Hospital, Philadelphia, Pennsylvania.

**Paul D. Park** has transferred from VA Regional Office, New York, to the position of Chief Clinical Psychologist, VA Hospital, Newington, Connecticut.

**John N. Rakusin** has transferred from VA Hospital, Perry Point, Maryland to VA Hospital, West Haven, Connecticut.

**Richard W. Thomas** has transferred from VA Regional Office, Louisville, Kentucky to VA Hospital, Marion, Indiana.

**John G. Watkins** has transferred from VA Regional Office, Chicago, Illinois to the position of Chief Clinical Psychologist, VA Hospital, Portland, Oregon.

#### *Resignations*

**Melvin E. Allerhand** has resigned from the staff at VA Hospital, Tomah, Wisconsin.

**John F. Conger** has resigned from the staff at VA Hospital, Indianapolis, Indiana to accept an appointment at University of Colorado Medical School.

**Ludwig Immergluck** has resigned from the staff at VA Hospital, Palo Alto, California to accept a faculty appointment at San Francisco State College.

**George S. Welsh** has resigned from the staff at VA Hospital, Oakland, California to accept a faculty appointment at University of North Carolina where he will serve as coordinator of clinical training.

#### *Other*

**Ralph W. Heine** has been designated Chief Clinical Psychologist, VA Regional Office, Chicago, Illinois.

**James F. Lawrence** is returning to the VA as Chief Clinical Psychologist, VA Hospital, Brockton, Massachusetts after a tour of duty with the Army as Chief Clinical Psychologist at Walter Reed and later at Letterman.

**Herman R. Weiss** is returning to the VA as Chief Clinical Psychologist, VA Hospital, Brooklyn, New York after a tour of duty with the Air Force as Chief Clinical Psychologist, Westover Field.

#### *Special research unit*

A special Psychiatry and Neurology Research Unit has been established in the Washington, D. C., Regional Office for the purpose of developing methods for evaluation of therapies used in mental hygiene clinics and the determination of patient-types most responsive to particular forms of therapy. Chief of the new unit is **Maurice Lorr**, formerly of the central office staff. Scales for measuring the status and improvement of hospitalized patients, developed primarily by Dr. Lorr, have been an essential part of the VA lobotomy research project. Similar scales, particularly designed for out-patient use, are already well along in their development and will play an important role in the early research plans of the new unit.

The Personnel Laboratory of New York has announced the addition of Israel H. Rosenberg and Shirley Van Court to its New York staff of clinical psychologists. Eileen Ort has been transferred from New York to the Toronto office of the Laboratory.

The Washington University School of Medicine, St. Louis, has announced the following new appointments in medical psychology in the department of neuropsychiatry: John A. Stern and Mary L. Sutton; Fred L. Damarin, Earl D. Longenecker, and Jeanne S. Phillips, fellows. Other staff members are Goldine C. Gleser, Frances K. Graham, Evelyn P. Mason, Joseph D. Matarazzo, and Ivan N. Mensh.

For 1953-54, the staff of the department of psychology at **Swarthmore College** consists of Wolfgang Köhler, S. E. Asch, Hans Wallach, Henry Gleitman (on leave), Peter Madison, A. I. Gladstone, Ulric Neisser, and W. C. H. Prentice, chairman.



The department of psychology, **Kansas State College**, is expanding its offerings in the field of experimental and applied social psychology. **Hobson Crockett** has been appointed to the staff to develop the new program with emphasis upon survey research and group functioning. Dr. Crockett has been assistant project director at the Survey Research Center, University of Michigan. Other department members who are active in this field are **Roy Langford** (general education), **Donald Showalter** (marketing), and **Arthur Brayfield** (industrial).

**Alvin J. North**, chairman of the department of psychology at **Southern Methodist University**, has been granted a leave of absence for 1953-54 to accept a Ford Foundation Fellowship. **J. R. Strange**, recently promoted to associate professor, will be acting chairman. **Harold Crasilneck** has been appointed lecturer in psychology for the fall semester of 1953.

The department of psychology, **Cornell University**, announces the following staff changes: **Robert B. MacLeod** is resigning as chairman of the department and will be succeeded by **T. A. Ryan**. **William W. Lambert** and **Patricia Cain Smith** have been promoted from assistant professor to associate professor. **George W. Boguslavsky** and **Richard Walk** have been appointed assistant professors. During the fall term of 1953-54, **Henry Gleitman** of **Swarthmore College** will be acting associate professor; **Robert B. MacLeod** will be visiting professor at the University of Michigan.

**Workshops in Psychotherapy.** From June 7 to 14 the **New York Institute for Gestalt Therapy** conducted a series of intensive workshops in the theory, techniques, psychosomatic implications, and psychodiagnostic relationships to Gestalt therapy. Included on the faculty were **Frederic Perls**, director; **Laura Perls**, **Paul Weisz**, **Paul Goodman**, **Eliot Shapiro**, and **Leo Chalfen**. The Institute will give its regular sequence of courses this fall, beginning in early October. An intensive workshop is scheduled for December, in Miami, Florida. Address inquiries to **New York Institute for Gestalt Therapy**, 315 Central Park West, New York 25, N. Y.

The **Personnel Research Section**, **Personnel Research and Procedures Branch**, **The Adjutant**

**General's Office**, **Department of the Army**, has been reorganized and is now identified as the **Personnel Research Branch**, **Personnel Research and Procedures Division**. Key personnel are **Carroll B. Hodges**, branch chief; **Russell W. Miller**, executive officer; **Hubert E. Brogden**, director of research; **Julius E. Uhlaner**, assistant director of research (research manager); **Stanley C. Markey**, **Arthur C. Hoffman, Jr.**, and **Abram G. Bayroff**, staff assistants. **Contract Research Section**: **Arthur J. Drucker**, chief; **Performance Research Section**: **Richard H. Gaylord**, chief, **Rudolph G. Berkshire**, **Daryl G. Severin**, and **David J. Chesler**; **Selection Research Section**: **Edmund F. Fuchs**, chief, **E. Kenneth Karcher, Jr.**, **Melvin R. Marks**, and **Lindsey R. Harmon**; **Statistical Research and Analysis Section**: **Harry H. Harman**, chief, **Bertha P. Harper**, assistant chief, and **Robert Perloff**.

The staff of the psychology department of **LaRue D. Carter Memorial Hospital**, **Indianapolis, Indiana**, consists of the following: **Arnold H. Buss**, chief psychologist, formerly of the **State University of Iowa**; **Marc Baer**, formerly of **Austin State Hospital**; **Ann Durkee**, formerly of **Pontiac State Hospital**; **Morton Wiener**, formerly of the **University of Rochester**, staff psychologists; and **Rena Dean**, **Purdue University**, psychological intern.

The **Los Angeles City Schools** have just established the new office of **Counseling and Guidance Service Branch**. **David H. Dingilian** has been appointed director.

The **State Board of Public Welfare** at **Raleigh, North Carolina**, has announced the addition of **Stanley S. Nale** to its staff of the **Division of Psychiatric and Psychological Services**, of which **Dorothy G. Park** is the acting director. Mr. Nale comes from the staff of **Polk School for Mental Defectives**. **Helton McAndrew** and **Marion Stanland** are also on the staff.

The general partners of **Rohrer, Hibler & Replegle** have announced the election of 12 new partners: **Ottis K. McMahon**, **Atlanta**; **C. W. Cannon**, **Mack T. Henderson**, **Ray S. Miller**, and **Ellwood W. Senderling**, **Chicago**; **Paul J. Brouwer**, **Cleveland**; **Raymond H. Fletcher**, **Dallas**; **Charles V. Dunham**, **Detroit**; **Harry L. Coderre** and **William A. Thomson**, **Los Angeles**; **Kenneth W.**



Vaughn, Milwaukee; and A. Merlin Sones, New York.

Daniel Starch and Staff, marketing research firm, has moved its offices from New York City to suburban Mamaroneck, New York. The firm includes three psychologists, Howard D. Hadley, Morgan Neu, and Daniel Starch.

Hall and Liles, industrial psychologists, formerly of Chicago, Illinois have announced the removal of their offices to Rochester, New York.

Rohrer, Hibler & Replogle have announced the appointment of Richard L. Newton, formerly of the University of Pittsburgh, to the staff of their Cleveland office.

A booklet entitled "U. S. Government Grants under the Fulbright Act" has recently been published. It contains information regarding awards for university lecturing and advanced research awards for 1954-55 in Europe, the Near East, Japan, and Pakistan. The closing date for making application is October 15, 1953. Copies of the booklet and application forms are obtainable only upon individual request to the Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, Washington 25, D. C.

The U. S. Public Health Service has awarded a two-year grant to the Department of Psychiatry and Rehabilitation at Memorial Center for Cancer and Allied Diseases, New York City. The grant will support a research project to evaluate the psychological impact of cancer and its treatment. The research staff consists of Arthur M. Sutherland, director; Charles E. Orbach, research clinical psychologist; Morton Bard, associate research clinical psychologist; and Ruth B. Dyk, psychiatric social worker.

The Training School at Vineland, New Jersey, has received a research grant of approximately \$20,000 from the National Institute of Mental Health. The Training School project, which is concerned with patterns and stages of intellectual growth, was set up by Karl F. Heiser, coordinator of research, and Margaret M. Riggs, who will give major supervision to the project during the next two years.

The following resolution concerning academic freedom was adopted by the membership of the Eastern Psychological Association at the annual Business Meeting of the Association held in Boston, April 24, 1953:

Free inquiry and discussion—the free enterprise system of the mind—has made American science strong. The freedom of scientific thought and expression which we have enjoyed at these meetings has enabled American psychology to make important contributions to the nation's welfare, both in war and peace. We view with concern any attempt to limit these freedoms.

A spirit of suspicion spread by official investigators and their less responsible imitators is threatening the freedom of thought that has brought American psychology to a position of world leadership. Some of our most outstanding and honorable members have been exposed to wild and unjustified accusations without a fair chance to defend themselves.

We strongly condemn political control of science and education as we have seen it develop in Communist and Fascist states. We have grave fears lest current developments bring a similar fate to science and education in America.

We believe these developments result in part from a lack of public understanding of the conditions under which research and education can grow and contribute to the National Welfare. These conditions have been described succinctly by the Association of American Universities in the following statement:

"To fulfill their function the members of university faculties must continue to analyze, test, criticize, and reassess existing institutions, and beliefs, approving when the evidence supports them and disapproving when the weight of evidence is on the other side. Such investigations cannot be confined to the physical world. The acknowledged fact that moral, social, and political progress have not kept pace with mastery of the physical world shows the need for more intensified research, fresh insights, vigorous criticism, and inventiveness. The scholar's mission requires the study and examination of unpopular ideas, of ideas considered abhorrent and even dangerous. For, just as in the case of deadly disease or the military potential of an enemy, it is only by intense study and research that the nature and extent of the danger can be understood and defenses against it perfected.

"Timidity must not lead the scholar to stand silent when he ought to speak, particularly in the field of his competence. In matters of conscience and when he has truth to proclaim the scholar has no obligation to be silent in the face of popular disapproval. Some of the great passages in the history of truth have involved the open challenge of popular prejudice in times of tension such as those in which we live."

The Eastern Psychological Association wishes to call to the attention of our federal and state legislatures its concern for the effect of the current wave of accusations and insinuations upon the vitality of the country's scientific and educational resources. We urge these bodies as well as our

university colleagues to join us in our efforts to strengthen the freedom of inquiry and expression which is basic to the protection of these resources and, consequently, to our national security. In short, we reaffirm our Faith in the democratic principles of freedom WHICH HAVE MADE OUR NATION STRONG.

The 1953-54 slate of officers of the **New York Society of Clinical Psychologists, Inc.**, is: Max Siegel, president; Emanuel K. Schwartz, president-elect; Samuel Pearlman, executive secretary; and Jack Z. Elias, treasurer. In addition to these officers, the members of the Society's Executive Committee are Sylvia Brecher, Albert Ellis, Florence Halpern, Molly Harrower, Ida Linnick, Jule Nydes, Estelle Shugerman, Arthur Teicher, Thomas E. Tierney, and Brian Tomlinson. Esther Mullen is recording secretary.

The **Harris County (Houston, Texas) Psychological Association** has announced the election of the following officers for 1953-54: Sidney E. Cleveland, president, and John F. MacNaughton, secretary-treasurer.

The **Nebraska Psychological Association** held its second annual meeting on the campus of the University of Nebraska in Lincoln on May 16, 1953, under the presidency of Don W. Dysinger. By-laws were formally adopted. This action, following the adoption of a constitution at the 1952 meeting, completes the formal organization of the Association. The Executive Council for the coming year consists of Dean A. Worcester, president; Don C. Fitzgerald, president-elect; R. J. Ellingson, secretary-treasurer; Marshall R. Jones, delegate to Conference of State Psychological Associations; William H. Thompson; and Stanley Moldawsky.

The **Milwaukee County Psychological Association** has recently been formed. Minimum standards for membership are a master's degree in psychology, two years of experience in professional work that is psychological in nature, approval and acceptance of the ethical standards provided by the American Psychological Association, and membership in the American Psychological Association and in the Wisconsin Psychological Association. Officers of the Association are: Samuel H. Friedman, president; Wilbur J. Humber, vice-president and president-elect; Paul H. Whiteman, executive secretary; Dorothy Rowe, treasurer; and Catherine E. Brophy, recording and corresponding secretary.

Individuals who wish further information regarding the Association should write to the Executive Secretary, 623 West State Street, Milwaukee 3, Wisconsin.

The **Nassau County Psychological Association** has announced the election of the following new officers: Martin Singer, president-elect; Julia Vane, recording secretary; Loron Simon, treasurer; and Beverly Wiener, corresponding secretary. Matthew Chappell has assumed the presidency, a post to which he was elected last year.

The **Vermont Psychological Association**, at its annual meeting held at Montpelier on May 9, 1953, elected the following officers for the coming year: H. L. Ansbacher, president; Norman J. Blair, vice-president; Bennett B. Murdock, Jr., secretary-treasurer. The representative to the Conference of State Psychological Associations will be H. L. Ansbacher.

The **American Psychosomatic Society** will hold its eleventh annual meeting at the Jung Hotel in New Orleans on March 27 and 28, 1954. The Program Committee would like to receive titles and abstracts of papers for consideration for the program by December 1, 1953. Submit abstracts in quadruplicate to the Chairman of the Program Committee, Dr. George L. Engel, 551 Madison Avenue, New York 22, New York.

#### *ABEPP Announcements*

The American Board of Examiners in Professional Psychology under date of March 31 addressed a questionnaire to members of the following Divisions of the American Psychological Association: Division of Clinical and Abnormal Psychology, Division of Consulting Psychology, Division of Industrial and Business Psychology, and Division of Counseling and Guidance Psychologists. In making plans for the future, the Board sought an estimate of the number of candidacies to be processed and the number of candidates to be examined in its written and oral examinations during the next few years. The Board was highly pleased with the large number of replies which were received from members of the profession.

This announcement is made to express appreciation to the many psychologists who so kindly responded by returning the completed questionnaire.

The Board invited a frank statement concerning interest in or lack of interest in qualifying at some future time for diplomate status. Again, the Board was pleased with the generous response made to this invitation.

In the November 1953 issue of the *American Psychologist*, in its annual report to the American Psychological Association, the American Board of Examiners in Professional Psychology will include a report on the valuable information resulting from this questionnaire.

The American Board of Examiners in Professional Psychology announces the award of its diploma to additional members of the profession. Awards have been made to the following 13 candidates who have satisfactorily completed both written and oral examinations in addition to all other requirements of training, experience, and endorsements:

Mary K. Bauman	Counseling and Guidance
Joseph E. Brewer	Clinical Psychology
Aaron H. Canter	Clinical Psychology
John M. Hadley	Clinical Psychology
Ralph W. Heine	Clinical Psychology
Albert L. Hunsicker	Clinical Psychology
Goldie R. Kaback	Counseling and Guidance
Jane W. Kessler	Clinical Psychology
William S. Kogan	Clinical Psychology
Morse P. Manson	Counseling and Guidance
Morris I. Stein	Clinical Psychology
Albert S. Thompson	Counseling and Guidance
Meyer Williams	Clinical Psychology

In addition to the above awards made on the basis of successful completion of written and oral examinations, the American Board of Examiners in Professional Psychology announces the award of its diploma to 10 senior members of the profession in the indicated professional specialties. These 10 awards were made on the basis of a review of individual qualifications and without written and oral examinations:

Junius F. Brown	Clinical Psychology
R. Elizabeth Brown	Counseling and Guidance
Francis P. Buller	Counseling and Guidance
C. Wesley Cannom	Counseling and Guidance
*Kenneth J. Cox	Counseling and Guidance
Martin F. Fritz	Counseling and Guidance
Nelson G. Hanawalt	Clinical Psychology
James D. Haygood	Counseling and Guidance
*David Stewart	Counseling and Guidance
*Douglas J. Wilson	Counseling and Guidance

\* Members of the Canadian Psychological Association.

According to continuing Board policy, all previous awards have been announced in the *American Psychologist*.

To date, the Board has made a total of 1,128 awards of its diploma. These awards are distributed as follows:

Diploma awarded to senior members of the American Psychological Association with waiver of written and oral examinations .....	1,057
Diploma awarded to members of the American Psychological Association by satisfactory performance on written and oral examinations .....	54
Diploma awarded to senior members of the Canadian Psychological Association with waiver of written and oral examinations .....	17
Total .....	1,128

Psychologists in Belgium, France, Switzerland, Germany, Denmark, Holland, and Italy who use French in their work have formed the *Association de Psychologie Scientifique de Langue Française*. Albert E. Michotte is president and P. Fraisse is secretary general. For further information about the Association, write to P. Fraisse, Institut de Psychologie, 46, rue Saint-Jacques, Paris 5<sup>e</sup>, France.

Columbia University has established a program of graduate studies in social psychology leading to the PhD degree. Members of the departments of psychology, sociology, education, and anthropology are cooperating in offering the interdisciplinary curriculum. The administrative committee consists of Otto Klineberg and Goodwin B. Watson, co-chairmen; Conrad M. Arensberg, Hubert Bonner, Kenneth F. Herrold, Herbert H. Hyman, Paul F. Lazarsfeld, Irving Lorge, and S. Stansfeld Sargent. For further information write the Director of Admissions, Columbia University, or to Professor S. S. Sargent, Barnard College, Columbia University, New York 27, New York.

The department of psychology, Army Medical Service Graduate School, Washington, D. C., has been organized and staffed to carry out a research function in four major areas of psychology. Joseph V. Brady is acting chief of the department. Other staff members are: Murray Sidman and John B. Calhoun in the animal experimental section; John Armington in the human physiological section; Seymour Fisher in the clinical psychology section; and Edgar Schein, Ardie Lubin, and Solomon Gold-



berg in the social psychology section. Ardie Lubin also serves as statistical consultant to the Department.

The University of Illinois has instituted a four-year doctoral training program for public school psychologists which includes a year of professional internship under practical work conditions and leads to the PhD in education or in psychology or to the EdD. The program is presented jointly by the College of Education and department of psychology and operates under a joint committee consisting of F. H. Finch, L. A. Hellmer, J. McV. Hunt, and T. E. Newland, chairman.

The department of educational psychology in the College of Education of **Wayne University** will inaugurate in the fall semester 1953 its doctoral programs leading to the PhD or the EdD degree. The department, under the chairmanship of Gertha Williams, consists of George D. Barahal, Hazel E. Graham, Jacob S. Kounin, Harold F. Powell, Marie I. Rasey, John C. Sullivan, and William W. Wattenberg, as regular full-time staff members. In addition special courses will be given by cooperating and part-time staff members. Several fellowships are available for selected students holding the master's degree. The fellowships carry a stipend of \$1,681.00 plus tuition for approximately 20 hours of service closely related to the student's field of study. For information concerning details of the programs, write to Dr. Gertha Williams, College of Education, Wayne University, Detroit 1, Michigan.

The department of psychology and the Division of Biological Sciences of the **University of Chicago** have announced the establishment of a Section of Biopsychology which will supervise a graduate training program for the PhD degree in the general area of a biologically oriented psychology. Formal instruction in the area of biopsychology will be begun in the autumn quarter of 1953. Responsibility for instruction will be shared by Ward C. Halstead, Eckhard H. Hess, Howard F. Hunt, Heinrich Klüver, W. D. Neff, Austin H. Riesen, and Garth J. Thomas, with Professor Halstead serving as chairman of the group. Students desiring to enter the program may obtain more detailed information through written application and personal interview with Professor Ward C. Halstead,

Chairman of Biopsychology, University of Chicago, Chicago 37, Illinois.

The **State College of Washington** has announced the resumption of its doctoral training program in clinical psychology. New appointments are: William A. Cass, formerly of the University of Kansas, assistant professor psychology and director of the Student Counseling Center; Leonard I. Schneider, formerly of the University of Colorado, assistant professor of psychology; and Paul J. Hoffman, formerly of Stanford University, instructor in charge of introductory and social psychology. During the summer session, Wayne Dennis, Brooklyn College, and Douglas T. Kenny, University of British Columbia, were visiting faculty members at the State College of Washington.

The **Baroda University** in India has opened a department of psychology which will offer training at the undergraduate, graduate, and postgraduate levels. The department wishes to procure issues of all APA journals of the last ten years. Members who wish to donate copies may send them to the American Psychological Association, 1333 Sixteenth Street N. W., Washington 6, D. C., to be forwarded to India.

The **Montana State Hospital** and the department of psychology of the **Montana State University** jointly sponsored a **two-week training conference** July 20-31, 1953 at the State Hospital. The conference was conducted by Frederick Wyatt, director of the Psychological Clinic, University of Michigan, and was devoted to general discussion and case studies from both diagnostic and therapeutic standpoints.

The **First Annual Postgraduate Seminar in Psychiatry** will be held at Embreeville State Hospital, Embreeville, on October 27, 1953. The theme of the seminar will be "Whither Psychiatry." For further information write to Dr. Jess V. Cohn, Superintendent, Embreeville State Hospital, Embreeville, Pennsylvania.

The **Student Counseling Bureau of the University of Minnesota** is sponsoring the fourth Annual Conference for Administrators of University and College Counseling Programs in Minneapolis from November 19 through November 21. The meeting is for those who hold primary responsibilities for counseling programs and will cover problems per-



taining to counseling personnel, research in counseling, and budgetary problems. Information can be obtained from Dr. Ralph Berdie, Director, Student Counseling Bureau, University of Minnesota, Minneapolis 14, Minnesota.

Aram Glorig, director of the Audiology and Speech Correction Center, Walter Reed Army Hospital, has announced that a **Workshop on the Retraining and Rehabilitation of the Aphasic Patient** will be held on September 24 and 25, 1953, in Conference Room No. 1, Walter Reed Army Hospital, Washington, D. C. Consultants will be Jon Eisenson, Joseph M. Wepman, and staff members. Topics include neurological and physiological aspects, language and communication, psychological and social effects, physical and occupational therapy, and examining techniques. Persons interested in attending the session are invited to write to Dr. Reuben S. Horlick, chief clinical psychologist, Audiology and Speech Correction Center, WRAMC, Washington 12, D. C.

The department of psychology of the **University of Houston** offered the first college-credit psychology course to be given over Station KUHT-TV, the nation's first educational television station, from June 9 through August 29. Credit for the course was obtained by viewing the lectures and either attending discussion groups on the campus or through correspondence, doing the problems in the special textbook prepared by Richard I. Evans, associate professor of psychology, the course instructor. The course will be repeated in the fall.

The third annual **Workshop in the Psychology of Leadership**, sponsored by the University of Houston department of psychology and directed by Richard I. Evans, was held from July 20 through August 7. The workshop dealt with problems in group process and the leadership role.

Appointment of the first **Board of Examiners in Psychology for the State of Tennessee** was announced on July 20, 1953 by Governor Frank Clement. Members of the Board are W. J. von Lackum, Louise Cureton, Leland E. Thune, George E. Copple, and Nicholas Hobbs. The Board assembled for its first meeting on July 28 and members were presented with their commissions and given the oath of office by Governor Clement in the Governor's office at the State Capitol. At the

meeting W. J. von Lackum was elected chairman and Louise Cureton vice-chairman.

The Biennial Conference of the **National Association for Nursery Education** will be held in Minneapolis from October 28 to 31, 1953. The program will include sections on administration of the nursery school; parents; research; legislation and standards for nursery schools; television; co-operative nursery schools; nursery schools for exceptional children; nursery school in relation to later school experiences. For further information write to the Conference chairman, Dr. Elizabeth Fuller, Institute for Child Welfare, University of Minnesota, Minneapolis, Minnesota.

The **Eighteenth Educational Conference**, sponsored by the Educational Records Bureau and the American Council on Education, will be held on October 29 and 30, 1953 at the Roosevelt Hotel in New York City. The theme of the conference will be "Strengthening Education at All Levels." For further information write to Arthur E. Traxler, Educational Records Bureau, 21 Audubon Avenue, New York 32, New York.

Under the direction of Jerome H. Ely, a one-week **Human Engineering Institute** was recently held by Dunlap and Associates, Inc. This institute, the first of its kind offered to industry, was aimed specifically at design engineers, industrial designers, and members of related professions. The class meetings, laboratories, demonstrations, and round-table discussions covered the working environment, anthropometric data, perception and design of displays, motor behavior and design of controls, human performance in control systems, research methods, and systems analysis.

The **Pennsylvania State College** initiated, during the spring semester of 1953, a Distinguished Lecturer Series in Psychology, which is sponsored by the department of psychology and the Graduate School. Participants spent two days at the College, gave one formal lecture, and met with graduate and faculty groups to discuss relevant psychological topics. The lecturers during the 1953 spring semester were John C. Flanagan, Harry F. Harlow, and Kenneth W. Spence. Plans are being made to continue the series during the academic year of 1953-54.

A Psychology Club has been organized in the New York State Capital district. The first meeting was held on May 15, and the following members were elected to the steering committee: Ethel Cornell, Morris Eson, and Paul Fay. For further information write to Dr. Morris Eson, New York State College for Teachers, Albany, New York.

In September 1952 the **Research Exchange on the Prevention of War** was set up by a group of psychologists to provide means of communication among interested individuals. The group's major activity is the publication of a bulletin. It will attempt to communicate discussions about the methodological and theoretical problems in this area, discussions about criteria for the relevance of research to war prevention, research ideas and plans, research findings, and ideas and examples of ways of communicating research findings and encouraging their application. The group is inviting all social scientists to join. Subscription to the bulletin is \$1.00 a year (five issues). For subscriptions, sample copies of the bulletin, and further information about the Research Exchange, write to Dr. Arthur I. Gladstone, Department of Psychology, Swarthmore College, Swarthmore, Pennsylvania.

The annual meeting of the **Society for Research in Child Development** was held at Fels Research Institute, Yellow Springs, Ohio on March 27 and 28. The following new officers were elected: H. V. Meredith, president, and Celia Burns Stendler, secretary. Members of the Governing Council will be: Icie Macy Hoobler, director; Carroll E. Palmer, medical director; Roger Barker, Nancy Bayley, Boyd McCandless, and Esther McGinnis.

The Division of Biological and Medical Sciences of the **National Science Foundation** sponsors basic research in the fields of experimental psychology, physiological psychology, and measurement theory. Proposals received are evaluated by

an advisory panel composed of Doctors Quinn McNemar, Frank Beach, Donald Lindsley, Lyle Lanier, and Donald Marquis. The next meeting of the Panel will be held in late autumn 1953. Proposals to be considered at the autumn meeting must be received by the National Science Foundation prior to October 1, 1953. It is anticipated that proposals will be evaluated within two months after the closing date. A suggested guide for the submission of research proposals can be obtained by writing to The National Science Foundation, Washington 25, D. C.

Psychologists in private practice are now exempt from the New York State unincorporated business tax, according to a ruling made on March 9, 1953 by the State of New York Department of Taxation and Finance. The term "psychologist" in this ruling was used to mean a member of the American Psychological Association, inasmuch as the ruling was made in terms of the requirements for APA membership.

**Address Changes.** A new Post Office order (No. 55235, June 25, 1953) states that if forwarding postage for second-class mail (such as APA journals) has not been guaranteed by a subscriber who has changed his address, the mail will be destroyed unless the publisher guarantees return postage. Unless subscribers inform their post offices that they will guarantee forwarding postage, considerable delay and expense will be incurred in receiving journals. Please notify the Association promptly of any change in the address to which your journals should be mailed, and inform your local post office before you move that you will guarantee forwarding postage on second-class mail.

**Applicants for Fellow status** in the APA who wish consideration in September, 1954 are reminded that by October 1, 1953 they must have submitted one completed copy of the Uniform Fellow Application Blank to APA Central Office. These blanks are available from the Division Secretaries.

---

## Convention Calendar

---

**American Psychological Association:** September 3-8, 1954; New York City

*For information write to:*

Dr. Fillmore H. Sanford  
1333 Sixteenth Street N. W.  
Washington 6, D. C.

**Ohio Psychological Association:** October 24, 1953; Columbus, Ohio

*For information write to:*

Miss Rosina M. Brown  
Cleveland Board of Education  
Cleveland 14, Ohio

**American Occupational Therapy Association:** November 13-20, 1953; Houston, Texas

*For information write to:*

Miss Marjorie Fish, Executive Director  
American Occupational Therapy Association  
33 West 42nd Street  
New York 18, N. Y.

**American Association for the Advancement of Science:** December 26-31, 1953; Boston, Massachusetts

*For information write to:*

Dr. R. L. Taylor, Associate Administrative Secretary  
1515 Massachusetts Avenue N. W.  
Washington 5, D. C.

**American Society of Human Genetics:** December 26-31, 1953; Boston, Massachusetts

*For information write to:*

Shelden C. Reed  
Dight Institute for Human Genetics  
University of Minnesota  
Minneapolis 14, Minnesota

**American Group Psychotherapy Association:** January 15-16, 1954; New York City

*For information write to:*

George Holland, Executive Secretary  
American Group Psychotherapy Association  
228 East 19th Street  
New York 3, N. Y.

**Ontario Psychological Association:** January 29-30, 1954; Ottawa

*For information write to:*

E. T. Alderdice, Secretary-Treasurer  
100 St. George Street  
Toronto 5, Ontario  
Canada

**Eastern Psychological Association:** April 9-10, 1954; New York City

*For information write to:*

Dr. G. Gorham Lane  
Department of Psychology  
University of Delaware  
Newark, Delaware

**Midwestern Psychological Association:** April 29, 30, May 1, 1954; Columbus, Ohio

*For information write to:*

Dr. Lee J. Cronbach  
Bureau of Research and Service  
University of Illinois  
1007½ South Wright Street  
Champaign, Illinois

**Western Psychological Association:** May 20-22, 1954; Long Beach, California

*For information write to:*

Dr. Leona Tyler  
Department of Psychology  
University of Oregon  
Eugene, Oregon

**International Congress of Psychology:** June 7-12, 1954; Montreal, Canada

*For information write to:*

Dr. H. S. Langfeld  
Eno Hall  
Princeton University  
Princeton, New Jersey

## Which are man's best years?

**C**ERTAIN assumptions about man's creativity in relation to his chronological age have become so widely accepted as fact that the findings of this book will surprise both general reader and specialist and may have far-reaching effects on established patterns of thought in psychology and in education. The book is a statistical evaluation of achievement in relation to age, assembling an incredible amount of factual information on the ages of superlative

achievement in every field from prize-fighting to philosophy. The author is professor of psychology at Ohio University. *Published for the American Philosophical Society. 368 pages. Charts and graphs. \$7.50*

*At all bookstores,  
PRINCETON UNIVERSITY PRESS*

## Age and Achievement

by HARVEY C. LEHMAN

*A new approach  
to the  
introductory course  
in psychology*

**World Book Company**

Yonkers-on-Hudson, New York  
2126 Prairie Avenue, Chicago 16

## HUMAN BEHAVIOR: *Psychology as a Bio-Social Science*

by LAWRENCE E. COLE, Oberlin College

A course in general psychology geared to the objectives of undergraduate instruction.

This carefully structured, closely inter-related survey of behavior shows the interplay of forces between the individual and the culture. Material is drawn from the fields of medicine, sociology, anthropology, and the humanities, as well as the literature of psychology.

*Write for full information*



## Practical Books in Psychology from G & S

**Brower, Abt:**

### PROGRESS IN CLINICAL PSYCHOLOGY—Volume I

Edited by DANIEL BROWER, Ph.D., *City College of New York*, and LAWRENCE E. ABT, Ph.D., *Veterans Administration*

Critical reviews by outstanding workers, stressing clinical advances from 1946 to 1951-52, provide a thorough, up-to-date picture of progress within the many special spheres of the field.

"This volume will be indispensable for the teacher, clinician, and research psychologist." (*U. S. Armed Forces M. J.*) Section 1, 338 pp., \$5.75. Section 2, 250 pp., \$5.00

### A HISTORY OF PSYCHOANALYSIS IN AMERICA

By CLARENCE P. OBERNDORF

Written with the vitality of history lived, drawn from the intimate experience of significant events, this absorbing record traces American psychoanalysis from inception to present status, providing invaluable background for every psychiatrist and psychologist. (\$5.00)

### THE INSIGHT TEST

By HELEN D. SARGENT

This first publication of a new verbal projective test for personality study includes full instructions for administration, scoring, and interpretation, with illustrative protocols. Offering many unique features and advantages, including adaptability for use with blind patients, the Insight Test will find an immediate place in the clinician's armamentarium. (\$6.75)

### RORSCHACH INTERPRETATION: ADVANCED TECHNIQUE

By LESLIE PHILLIPS and JOSEPH G. SMITH

Primarily a practical clinical reference, this text presents an exhaustive statement of the relationships between Rorschach performance and other behavior, including widely used but never before systemized material. The book is so oriented that the truth or falsity of interpretive statements and of the significance ascribed to Rorschach factors may be tested empirically. (\$8.75)

### SUCCESS IN PSYCHOTHERAPY

Edited by WERNER WOLFF and JOSEPH PRECKER

This collection of original articles, written by noted workers in the field, evaluates for the first time the concept of success in psychotherapy. Contributions by Harold H. Mosak, William N. Thetford, Nathaniel J. Raskin, and others. (\$4.75)

### A CLINICAL APPROACH TO CHILDREN'S RORSCHACHS

By FLORENCE HALPERN

Whether you work with children in a clinical set-up or are interested in psychological problems of child development, this book delineates a practical approach, its underlying theory, and detailed clinical application; 40 normal and pathologic protocols are scored and analyzed. (\$6.00)

### PSYCHONEUROTIC ART: Its Function in Psychotherapy

By MARGARET NAUMBURG

Continuing the work begun in her *Schizophrenic Art*, the author has produced another significant monograph, handsomely illustrated, on the nature and meaning of art therapy and its practical application (exemplified in a detailed case study). Includes correlations with the Rorschach and other tests. (\$6.75)

*Order Now - - on Approval*

- |  |        |
|--|--------|
| <input type="checkbox"/> Brower, Abt—1   | \$5.75 |
| <input type="checkbox"/> Brower, Abt—2   | \$5.00 |
| <input type="checkbox"/> Oberndorf       | \$5.00 |
| <input type="checkbox"/> Wolff, Precker  | \$4.75 |
| <input type="checkbox"/> Sargent         | \$6.75 |
| <input type="checkbox"/> Halpern         | \$6.00 |
| <input type="checkbox"/> Phillips, Smith | \$8.75 |
| <input type="checkbox"/> Naumburg        | \$6.75 |

Name .....

Address .....

☐ Check enclosed

☐ Charge my account

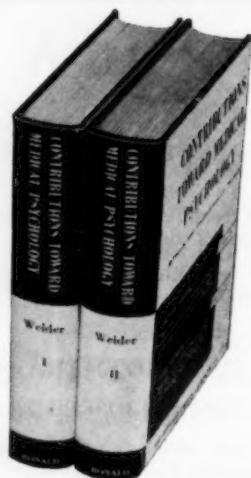
HH953



**GRUNE & STRATTON, INC.**

381 Fourth Avenue New York 16, N. Y.

## RONALD Books for Psychologists



### CONTRIBUTIONS TOWARD MEDICAL PSYCHOLOGY

*Edited by ARTHUR WEIDER, Ph.D., University of Louisville School of Medicine*

**With 53 Contributors**

THEORY and psychodiagnostic methods are fully treated in this comprehensive two-volume work which presents 49 significant professional studies concerning the application of modern psychological methods in medicine. These studies—many written especially for this book—are the work of outstanding authorities and demonstrate the important role of psychology today in the diagnosis of bodily, mental, and psychosomatic disorders. The book explores the contributions of psychological theory to medicine, explains the relation of body and mind in psychosomatic illness, and describes more than 30 of the most valuable psychodiagnostic tests. 101 ill., 21 tables, 885 pp. **\$12**

### PSYCHOTHERAPY: THEORY AND RESEARCH

*O. HOBART MOWRER, Ph.D., University of Illinois; and*

**21 Contributors**

ESTABLISHING the central role of psychologists in psychotherapy, this book defines the current advances in psychology toward the understanding, treatment, and prevention of mental disorders. A joint inquiry into basic issues by top researchers and therapists, it examines new means and methods of psychotherapy that reflect the

gradual shift in clinical psychology from diagnosis to treatment. Describes in detail recent theoretical developments and applications, evaluating personality change—the discomfort-relief quotient, semantic differential, Q-technique, physiological measures, etc. 120 ill., 21 tables, 700 pp. **\$10**

### UNDERSTANDING OLD AGE

*JEANNE G. GILBERT, Ph.D., Diplomate in Clinical Psychology, American Board of Examiners in Professional Psychology*

UP-TO-DATE, detailed treatment of gerontology. Offers insight into the important physical aspects of the aging process and provides a basis for a firm understanding of the intellectual, emotional and psychosexual changes that take place in later years. Covers normal, abnormal aging, giving

practical suggestions on how to stimulate interest, keep up morale, retard decline, and develop potentials in the aged. Includes 26 case histories based on the author's own professional experience. Illus., 422 pp. **\$5**

### DEAF CHILDREN IN A HEARING WORLD

*Their Education and Adjustment*

*MIRIAM FORSTER FIEDLER, Ph.D., Clarke School for the Deaf; Smith College*

THE RESULTS of a program carried out at Vassar College in the education and training of the hearing-handicapped in association with those who hear normally. Case histories of eleven participating children point up suggestions for helping the child to help himself. 15 ill., 320 pp. **\$5**

### RECOVERY FROM APHASIA

*JOSEPH M. WEPMAN, Ph.D., University of Chicago*

BASED ON years of research and clinical experience with brain-injured patients, both military and civilian, this book gives a complete description of professional aphasia therapy. An invaluable reference and guide, it provides help in recognizing symptoms, dealing with behavior problems, beginning re-training in speech and understanding, and testing progress. Illus., 276 pp. **\$5.50**

*Send for complete catalog in this field*

**THE RONALD PRESS COMPANY • 15 E. 26th St., New York 10**

2

## important books for fall

### STEPS IN PSYCHOTHERAPY

by

J. Dollard, F. Auld, Jr., & A. M. White

This book presents the handling of one therapeutic case by a student-psychiatrist with the supervisor's running commentary. It explains *why*, not just what a therapist does. Follow-

ing this is discussion of the steps in the case; sex-conflicts in marriage; and psychological tests given to the patient. *Ready in September*

### STATISTICAL METHODS IN EXPERIMENTATION: An Introduction

by

Oliver L. Lacey

Here is an introduction to the use of statistics in psychology, biology, medicine, and sociology. The author presents elementary statistical techniques emphasizing discussions

of the underlying logic and reducing problems involving wearisome calculations. He includes such topics as t-test, chi-square, regression, and correlation techniques. 1953 \$4.50

*The Macmillan Company* 60 FIFTH AVENUE, NEW YORK 11

*Critical evaluation of all treatment procedures in  
use today for the mentally and emotionally ill*

## PSYCHIATRIC TREATMENT

Vol. XXXI in the series of research publications of the  
Association for Research in Nervous and Mental Disease

Editor: S. BERNARD WORTIS

Symposium by a group of workers especially interested in evaluating the effectiveness of the many different treatment procedures: psychiatrists, psychologists, physiologists and neurosurgeons—all authorities in their respective fields, all contributing to an objective and impartial survey.

*In two parts. I: INDIVIDUAL AND GROUP PSYCHOTHERAPY, II: ELECTROPHYSIOLOGICAL, PHARMACOLOGICAL AND NEUROSURGICAL TREATMENT METHODS.*

All papers broadly conceived, individually expressed and provocative of active discussion. They include many welcome directions for the development of good clinical judgment, elastic therapeutic procedures, and ingenuity in management of all types of psychiatric problems.

Discussion of each group of related papers opened by a carefully-prepared summary, and followed by freely-expressed comments and penetrating questions from the floor. This form of organized survey and discussion brings each group of problems into the clearest possible focus.

The result: a scientific, accurate and complete picture of the strengths, weaknesses and omissions in present-day psychiatric treatment.

470 pp.

49 figs.

\$9.00

**The Williams & Wilkins Company**

Mt. Royal and Guilford Aves.

Baltimore 2, Maryland



*The  
"Kinsey Report"  
on women...*



## **SEXUAL BEHAVIOR in the HUMAN FEMALE**

By Alfred C. Kinsey, Wardell B. Pomeroy, Clyde E. Martin, Paul H. Gebhard, and others on the staff of the Institute for Sex Research at Indiana University.

This is the "Kinsey Report" on women—the interesting, very readable study of female sexual behavior, of the biologic and sociologic factors which influence it, of the ways in which it is similar to or different from male behavior, and of its social and legal implications.

The interpretations made by the authors in the chapter on **Psychologic Factors in Sexual Response**, and elsewhere in the book, represent one of the most significant analyses yet effected in the field of applied psychology. The conclusions indicate the need for revision of many current theories.

The material is based on a 15-year investigation that included interviews with nearly 8,000 women, considerable original scientific research, and an exhaustive study of the world literature on sex.

This is the **only report** on female sexual behavior written or authorized by Alfred C. Kinsey and his associates at the Institute for Sex Research at Indiana University.

842 pages, **\$8.00** at your bookseller, or

**W. B. Saunders Company, Phila. 5. PPS**

Send me \_\_\_\_\_ copies of *Sexual Behavior in the Human Female* @ \$8.00. My check or money order is enclosed.

Name \_\_\_\_\_

Address \_\_\_\_\_

